DOCUMENT RESUME

ED 148 681 SO 010 565

TITLE	The New Model Me: High School Teacher's Manual.
INSTITUTION	Educational Research Council of America, Cleveland, Ohio.; Lakewood Public Schools, Ohio.; Ohio State Dept. of Education, Columbus.
PUB DATE	73
NOTE	392p.; For related documents, see ED 061 521 and SO 010 561-564
AVAILABLE FROM	Order Department, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 ($4.05 paperbound, discounts available)
EDRS PRICE	MF-$0.63 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Affective Objectives; Aggression; *Anti Social Behavior; *Behavior; Educational Objectives; Educational Philosophy; Emotional Response; Family Relationship; Friendship; Group Dynamics; Humanistic Education; Human Living; *Interpersonal Competence; Interpersonal Relationship; Learning Activities; Peer Relationship; Psychological Needs; Secondary Education; Self Concept; *Social Behavior; *Social Development; Social Responsibility; Social Studies; Teaching Guides; *Teaching Techniques; Values

ABSTRACT

The teaching guide contains activities, teaching techniques, and resource lists for helping high school students (1) build an understanding of human behavior, and (2) make decisions about their behavior that are more positive for themselves and others. The curriculum is based on the theory that behavior is influenced by a person's abilities and perceptions, motivating forces, and the immediate physical setting. Six units provide activities, discussion questions, and reading lists to help students understand the reasons for and consequences of their behavior. Content includes human behavior, controls (family, school system), real self, values, response, and change. Some of the activities require students to work together in small groups on projects with built-in hindrance factors. Afterwards, students discuss their frustrations and analyze their responses to the problems. Specific techniques are recommended for teaching the affective curriculum: buzz groups, fish bowl, role play, brainstorming, and sociometry. The manual also presents lists of audiovisual resources and a discussion of the philosophy behind the curriculum. (AV)

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ME
THE NEW MODEL

HIGH SCHOOL TEACHER'S MANUAL

HOPE WITH CHRIS
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ACKNOWLEDGEMENTS

Thanks are expressed to the following individuals for their contributions to the development of *The New Model Me*:

Dr. Ralph H. Ojemann, Dr. John Evans, Mr. Alexander Campbell, and Miss Florence Keck, Educational Research Council of America, for their assistance in development of the curriculum;

Dr. Robert C. Cawrse, Dr. Theodore Buerger, Mr. William Vejdovec, and numerous other Lakewood administrators and teachers for their help and encouragement;

Dr. Sidney B. Simon, University of Massachusetts; Dr. Thomas D. Moore, Kent State University; Mr. Kenneth Miller, St. Edward High School; and Mr. William Hamilton, Lakewood High School; for critically reviewing the prototype edition;

Mrs. Polly Reulein, Mr. Kenneth Greene, and Mrs. Gloria Penn, Family Life Education Staff, Toledo Public Schools, for coordinating the testing of the curriculum in the Toledo area, and Mrs. Barbara Van Horn, for the many secretarial tasks she performed.

Thanks are expressed to the following teachers who taught experimental classes and provided feedback for revision:

Mr. Robert Heramb, Shaw High School, East Cleveland; Sister Bonaventure Murphy and Sister Delores Lucas, Magnificat High School, Rocky River; Mr. James Burton and Mr. James Onk, Lakewood High School; Mr. Daniel Flaherty and Mr. Kenneth Miller, St. Edward High School, Lakewood; Mr. John Cassily and Miss Phyllis DeMark, Midview High School, Lorain Co.; Mr. Earl Apgar and Mr. Grant Rockwell, Start High School, Toledo; Mr. William Bearss, DeVilbiss High School, Toledo; Mr. George Cicak, Whitmer High School, Toledo; Mr. Dennis Thayer, Libbey High School, Toledo; Mr. Joel Weinberg, Spencer Sharples High School, Toledo; Mrs. Barbara Irons, Springfield High School, Holland; Mr. James Berta, Anthony Wayne High School, Whitehouse; Miss Amy Horvat, Brooklyn High School, Brooklyn; Mrs. Jeanne Howard, Princeton City Schools, Cincinnati; Mr. Kenneth Gray and Mr. Robert Stager, Cuyahoga Hills Boys School, Warrensville Township.

We also want to thank the following consultants for their ideas and encouragement:

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PREFACE

The 107th General Assembly of the State of Ohio in its regular 1967-1968 session, recognized that in the area of health and family living, sexual adjustment, alcohol, tobacco, drug abuse, and the use of violence represent the foremost problems of youth today. It adopted House Resolution 78, which urged that "the children of this state be taught courses in health and family living from the kindergarten level through high school."

A representative sample of school systems was surveyed to determine to what extent Ohio schools are providing opportunities for youth to acquire knowledge, skills, attitudes, and behavior patterns needed for constructive living. Analysis of the data indicated that little is provided to help young people acquire an understanding of (1) the complexity of human behavior, (2) the motivations that may underlie various forms of abuse behavior, (3) how to resolve daily frustrations constructively, and (4) how to constructively resolve aggression-producing situations.

On the basis of the survey findings, a Family Life Education Curriculum Project was proposed to develop curriculum materials to meet these needs. School districts in three Ohio cities received ESEA Title III Grants to develop programs dealing with problems of modern youth in two areas. Dayton and Lima's area concerned drug, alcohol, and tobacco education and Lakewood's area was the constructive control of aggressive behavior. The three school districts contracted with the Educational Research Council of America to assist in the development of the curricula.

Each project had as its purpose the development of curriculum materials that would include the important aspects of human motivations underlying the behavior under consideration, the nature of frustrations and procedures for resolving them constructively, and the process of making various decisions in terms of their effects on human development.

The director of the total project was Dr. Ralph H. Ojemann, a world renowned educational psychologist who was a pioneer in teaching the causal approach to behavior at the University of Iowa. As the director of the Child and Educational Psychology and Preventive Psychiatry Program of the Council, he has been responsible for the development of a program in the education of human behavior.

Elementary, middle school-junior high, and high school curriculum materials in the constructive control of aggressive behavior are now in first revised editions. They are available to schools through the Order Department of the Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.

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INTRODUCTION TO THE CURRICULUM

Understanding Human Behavior

Behavior may be thought of as the result of the interaction of the individual's motivating forces with the ideas, skills, and other psychological and physiological resources he possesses at a particular time. In other words, the individual has some basic feelings he wants to work out, and he uses whatever ideas, skills, and strengths he has available to reach the goal of satisfying his "needs" in a particular environment.

THE BEHAVIOR EQUATION

As a person tries to work out
his motivating forces (MF)
(needs)
they interact with
his personal resources (R)
and the immediate physical setting
(IPS)
to produce
BEHAVIOR
which can be:
CONSTUCTIVE, NEUTRAL, OR DESTRUCTIVE
depending upon the motivating forces, personal resources, and immediate physical setting in each particular instance.

	interacting with		interacting with		produces		which has	
MF	+	R	+	IPS	=	BEHAVIOR		immediate effects
							+	long-term effects

This process of meeting personality demands may be stated as follows:

1. Every person is faced with such needs as:
    a. Achieving a measure of self-respect (being a person in one's own right, being recognized as a significant person)

  b. Achieving a measure of emotional security (feeling that he has control over or protection from the things he thinks may hurt him)
  c. Achieving a feeling of belonging through achieving a measure of acceptance and a degree of love from certain others
  d. Dealing with sex feelings
  e. Dealing with the demands for activity and rest
  f. Satisfying hunger for food

2. In attempting to satisfy these needs, the individual devises or adopts methods, using whatever ideas, skills, attitudes, and/or other resources he has available. He may find that there are some activities he can perform more skillfully than others. He may see someone using a method that looks good to him and adopt it, or he may learn about methods through listening or reading.
3. If the individual finds a given method helpful, he tends to continue it. Usually he will emphasize short-term effects more than long-term consequences, unless he has been taught effectively and has had experiences that help him become aware of the more remote consequences.
4. The person may meet some barriers in trying to satisfy his needs. He may have difficulty achieving the respect of the peer group or feeling that he "amounts to something." People may underestimate his ability. He may feel he is being pushed around. He may not be able to do the things he wants to do. He may have some worries. He may feel he is not respected at home.
5. When a person meets a barrier that he cannot overcome easily, he feels blocked or frustrated. Because this feeling is unpleasant, he tries to resolve it. He uses whatever ideas, skills, attitudes, and other resources he has available.
6. If the individual does not know how to resolve the frustration in a constructive and acceptable way, he may use temporary and/or ineffective methods to relieve his frustration. These methods may include the use of aggression, drugs, and sexual exploitation, among others. When he finds that one method does not work, he may try another.
7. To promote the growth of constructive behavior, a person must learn to understand the human motivations underlying behavior, the nature of frustrations, and the differences between constructive and nonconstructive methods of resolving them. He must also learn the differences between short- and long-range consequences and constructive methods of finding satisfactions for his needs. There is evidence that the youngster who is helped by an understanding parent or teacher to learn about the nature of frustrations and how they can be worked out constructively can use this knowledge in his daily living.

Destructive Behavior

Constructive behavior is defined as positive, aggressive action, planned or unplanned, that is helpful to one's self or other people. Neutral behavior is planned or unplanned action that neither helps nor hurts other people. Destructive behavior is negative, aggressive action, planned or unplanned, that is harmful to one's self, other people, or property.

We are living in a society in which destructive behavior abounds. People frequently express negative feelings in both word and deed. It is not uncommon for someone who is angry to say, "I'll kill you." Almost every day there are reports of crime and violence in newspapers, on the radio, and on television.

Recent studies have shown that a steady diet of television, with its accompanying scenes of violence, may desensitize the young, possibly leading them to destructive behavior. Movies now seem to depict more scenes of violence than they did a few years ago. Some people think that the government is committing acts of destruction through its involvement in war. Protest demonstrations are sometimes accompanied by destruction and violence.

At the national level, various studies have been undertaken to determine the causes of such behavior. For example, the staff of the Senate Juvenile Delinquency Subcommittee studied the extent of violence in schools across the country. Results of the study were used in Senate hearings that began in April, 1970. There is an increased concern about the rise in crime throughout the country.

Aims of the Curriculum

The aims of the curriculum are twofold: first, it attempts to help students build an understanding of human behavior; second, it helps to provide a framework that will enable students to make decisions about their behavior that are more positive for themselves and others.

The understanding approach to human behavior, which is developed through the curriculum, helps students understand that all behavior has causes and that any specific form of behavior is an attempt to satisfy one or more of the basic needs that all human beings have.

Throughout the curriculum, students have experiences that help them make constructive decisions about their behavior. Once students become aware that there are many possible behavior responses to a given situation, they are encouraged to explore the alternatives, consider them in light of both long- and short-term effects, and select the response that is most positive for themselves and others.

There are many opportunities for students to share their ideas with their peers and teachers in order to get other points of view. The emphasis in group interaction activities is on developing an atmosphere in which each student feels free to retain his own opinion, even though others may disagree with it.

While students are encouraged to share their ideas and feelings with others, participation in any activity is always optional. An attempt has been made to provide an atmosphere in which the dignity and rights of the individual are respected.

As students discuss various human behavior situations, they will express different value structures. Individual student values are a result of home influence, personal experiences, peer group and community attitudes, religious teaching, and other factors. This curriculum does not foster a particular value system. The writers feel that the major responsibility in this area lies within the family.

Goals of the Curriculum

1. To assist students in understanding the human motivations underlying behavior
2. To assist students to realize how their personal resources and physical and social environments can influence their behavior
3. To help students realize the nature of frustrations, the sources of frustrations, and constructive methods for resolving them
4. To help students understand that there are many alternative ways of responding in a particular situation
5. To provide students with guidelines for determining which behaviors are constructive and which are not
6. To assist students to learn to make decisions in terms of the effects of various courses of action on both themselves and others

7. To help students understand the nature of aggressive behavior and the forms it may take
8. To assist students in applying their knowledge about behavior and constructive problem-solving methods in their everyday living

Informing Others of the Curriculum

Show a willingness to discuss the curriculum and its goals with other teachers or parents. It may be wise to offer to explain what you are doing at a PTA or faculty meeting. Quite likely you will get the support of both parents and teachers if you fully inform them about the curriculum.

TEACHING AN AFFECTIVE CURRICULUM

A curriculum that deals realistically with human behavior includes much material in the affective domain. This curriculum is intentionally designed to provide a truly personal experience for you and each of your students. Thus you will be discussing such matters as feelings, attitudes, and values.

Teaching those materials can be considerably more challenging than teaching subject matter in which feelings have been relatively neglected. For example, in mathematics relatively little attention may be paid to how feelings influence the study or the use of mathematics. History may recount the development of a given culture, but may neglect to examine the human needs operating within that culture.

Since human feelings are a difficult and recent area for study, many questions have only partial answers. Therefore, a curriculum in this area is open-ended. Often a group may differ widely on those aspects in which knowledge is incomplete. The teacher may need to help the class learn how to deal with problems or issues that involve emotions and feelings.

The concepts that follow are key areas that the writers feel will play a major role in making the learning experiences both exciting and valuable for your classes.

A Non-Judgmental Classroom Atmosphere

A classroom atmosphere in which individuals try to understand each other and their respective points of view is essential to the success of an affective curriculum. Hasty, surface judgments of something a student has done or said can literally turn him off.

You may have to deal with a situation in which a student makes a sincere statement and another student puts him down for it. On the first day, reach an agreement with your class that each of you will make every effort not to put anybody down, but to try to understand him.

You hold the key to the creation of an understanding classroom atmosphere. If you are able to function in a sincerely understanding way, your students will have a model to follow. Let them know that you feel that all human beings are persons of worth.

Feelings

Human feelings will be a part of many of the activities suggested in the curriculum. Encourage students to express how they feel about the ideas and behaviors under discussion so that the feelings, as well as the ideas, can be examined in terms of their effects on behavior.

If you are able to express your feelings in an honest manner, the students will feel more comfortable in expressing theirs. Let your students know that you have feelings. Help them understand that expressing feelings can be a valuable asset in resolving dilemmas involving values, attitudes, etc.

Make it clear that a comment or action can induce a variety of feelings. Each person has a right to feel the way he does. However, each person must bear the responsibility for his feeling.

Some of your students may find it relatively easy to express how they feel. Others may have considerable difficulty.

Encourage your students to express their feelings, but emphasize that no individual will be coerced into doing so. Each student should have the right to remain silent if he wishes.

Attitudes

You and each of your students will bring a variety of attitudes to any topic you discuss.

It is extremely important that you do *not* let attitudes prevent open, honest discussions. A student may attempt to dominate a discussion and impose his attitudes on others. At times, your own attitudes may come through so strongly that they have a tendency to inhibit students. Make it clear to the students that you want them to express their attitudes. Encourage them to listen as others express theirs.

Listening for Understanding

Many factors can inhibit listening for understanding. An individual may not listen well because he is waiting for someone to finish so he can talk. Another may not listen well because he disagrees so strongly with what he is hearing. Another may have so many things on his mind that he is unable to concentrate on what anybody else is saying.

Strive to listen for understanding of what your students are saying. Be willing to hear them out, even though you may not agree with them. Make an effort to set an example of listening for understanding that will provide a carry-over to the class.

It is not difficult to tell when a person is listening for understanding. A classroom in which this is happening can be dynamic and stimulating.

Dealing with the Here and Now

This curriculum is designed to help students deal with areas of their lives that are of concern to them right now. Probably the most significant learning experiences your students will have are those you can relate to their current problems.

Listen and watch for cues that your students give about their concerns. Attempt to be flexible enough in your teaching to deal with their current concerns. Do not say, "We'll be studying the topic later and can deal with it then."

Daily interactions in your classroom may involve value concepts, choice of responses, and feelings about controls. Handle these when they are expressed. If you have established an open, comfortable atmosphere in your classroom, you should be able to discuss issues that might otherwise be uncomfortable for you and the students to handle.

Problem solving is enhanced when student discussion focuses on the present. Occasionally, discussion will get fixed on either future or past events. These discussions should be explored because they contribute to the students' current feelings and attitudes; however, if an inordinate amount of time is spent on such discussions, the students will lose sight of the task at hand.

Handling Controversial Topics

Some of the students' concerns will involve controversial issues, which are bound to come up in a curriculum such as this.

Students will vary in their ability to cope with these issues. Some will be willing to commit themselves to an in-depth look at them. Others may be quite reluctant to deal with them. Learn to know your students well enough to judge readily when the limits in a discussion have been reached.

If a particular topic makes you feel uncomfortable, you may want to say openly that you do not feel comfortable with it or that you are not adequately informed to lead the class in further discussion. With an open, comfortable atmosphere in your classroom, probably you will find few topics too controversial to handle.

Debriefing Following an Activity

Time spent in discussing a completed activity can be quite valuable. Simply doing an activity and moving on to another may leave much to be desired. Students may want to pursue a point further or may wish to ask further questions.

In a debriefing session, you can discuss the purpose and relevance of a given activity. Students can discuss what they feel they learned and offer helpful suggestions and additional learning experiences.

A debriefing session should be an open, honest expression of ideas. When it is done well, it can be very worthwhile.

You may wish to follow each class meeting with a personal debriefing. You might ask yourself the following questions:

1. What were the objectives of the activity?
2. What happened when the class did the activity?
3. What individual behavior did I observe that would indicate the success of the activity in reaching the major objectives?
4. What questions arose that should be followed up with additional discussion, individual study, or other class activity?
5. How do I feel about today's class experience? Why?

VARIOUS TEACHING TECHNIQUES

Throughout the curriculum there are various teaching techniques that you may wish to review before using them.

Small-Group Techniques

Involving the students in the small-group process early helps to set the scene for later student-centered activities. If you begin with a great deal of teacher-centered activity and talk, the students may be less receptive to the later use of group processes.

You may find the students less secure in group processes than in teacher-centered activities. Your students, especially those who have long been told what to do by their teachers, will need your support and encouragement as they become more involved and exercise greater initiative in their work.

Buzz Groups

In some of the activities, there are questions the students can ponder over and discuss. Divide the class into buzz groups of four or five students each. You may have the students count off to form groups, or they may just go with others with whom they would like to work. You may make a sociometric analysis of the class. Sociometrically developed buzz groups combine pupil selection and teacher placement for longer-term discussion groups.

Small Group Build-up

Ask each student to work on a problem with a person he does not know very well. After the two of them have reached a consensus on defining the problem and what they can do about it, have them join with two other people to make a group of four. The groups of four work on the same problem and come to some agreement. Then have the groups of four join with other groups of four, making new groups of eight. The groups of eight continue to work on the problem, trying to arrive at a consensus. Each group then selects a recorder, who tells the class what his group decided, how the decisions were reached, and the problems encountered in reaching a consensus.

Fishbowl

The fishbowl is a procedure to assist the class in summarizing the small-group discussions. See the diagram on the next page. The recorders may serve as representatives, or the buzz groups may select them.

The representatives are part of the closed circle in the center of the room. The other class members form an outer ring and remain silent while they listen to their representatives. If someone in the outer group wishes to comment, add information, or ask a question, he leaves his seat, sits down in the empty chair in the inner circle, speaks, taking no longer than two or three minutes, and returns to the outer circle.

Present the topic for the inner group to discuss, encouraging members to contribute ideas that were brought up in the earlier small-group discussions. You may wish to read some questions for the group to discuss.

During your observation, you may interrupt, ask the inner group to remain silent, and ask the outer group to discuss what has been

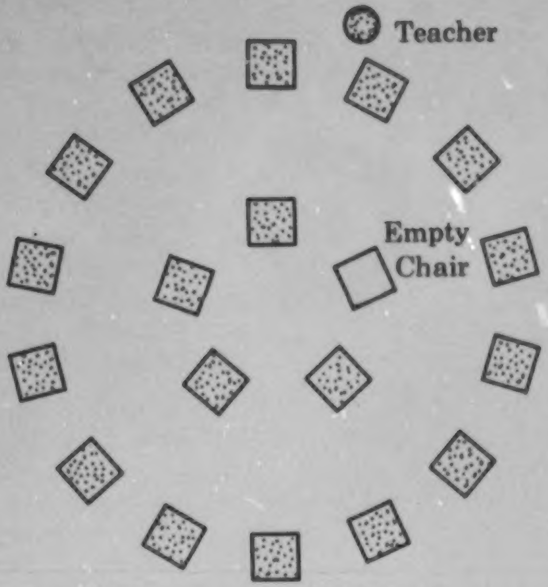

Diagram of the Fishbowl

happening in the smaller group in terms of either process or content. Brief responses on the group process are desired rather than long, involved ones.

Brainstorming

This method is used to facilitate free and open class discussion. The topic can be one that is familiar and "talkable." There is no criticism of anyone's ideas during the activity. If ideas *must* be judged, the judging can be done at a later time. It is *not* to be connected with the brainstorming itself. It is desirable to have everyone in the group participate as often as possible. Encourage combination and improvement of ideas. At the end, a student reporter can prepare a summary of the ideas to use for discussion in small groups at a later date.

Sociometry

One method for formulating groups and for informally evaluating the social interaction in your class is sociometry.

The personal attractions that contribute to the development and maintenance of a group are primarily of two types — task oriented and non-task oriented. These attractions are called the sociotele (task oriented) and the psychetele (non-task oriented) processes.

Sociometrics involves the teacher's using questions to obtain selections for peer associates in both a recreational and a work group. For example, each student may be asked whom he would like to sit beside or with whom he would like to work. The answers help the teacher to obtain a composite picture of the social organization of the class.

Before using this method to form groups, you may wish to consult with your principal or other individuals. A recommended handbook is *Classroom Sociometric Analysis.**

Role Playing

Role playing is a technique that gives students the opportunity to assume roles different from their own. It allows the participants to interact with others and to experience the consequences of the interaction. Through role playing, the students can gain an understanding of what it *feels* like to be in roles other than their own and to observe how their behavior affects those around them.

In initial role playing, after the situation and the roles are understood, it is desirable to involve those students who seem to understand how people might feel in the roles. Later, other students can be asked to volunteer. The participants must improvise the action and decide how the situation can be resolved. A significant goal of role playing is that the players themselves gain an understanding of the roles they are playing.

Students who are not participating in the role playing should listen and observe carefully so they can evaluate the presentation. A second group of students can portray the same situation, and the two presentations can be compared. Another possibility is for the same people to repeat the role playing, but to reverse their roles. A vital part of role playing is to *discuss* the action and the roles.

Killer Statement

A killer statement is a comment made by a student to ridicule or adversely criticize another student or his opinion. For example, one student may say to another, "That's stupid." There will be fewer such statements if a class discussion precedes the work on the unit. Discuss examples of killer statements, why students might make them, and their effects on the individual to whom the remark is addressed, the group, and subsequent communication.

Thereafter, discussion groups should be able to deal with killer statements. However, at times the teacher may need to remind the class of their discussion about them.

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*Eddie E. Myers. *Classroom Sociometric Analysis.* Cleveland, Ohio: Educational Research Council of America, 1970.

Teaching Materials for the Enrichment of the Unit

Audio-visual and other types of supplementary materials suggested for each unit will afford additional valuable learning experiences. The manual gives details about where to purchase the items. Check film catalogues from the State Department of Education, area universities, rental agencies, and public libraries to determine the availability of the suggested materials. Other titles available in local school systems may be appropriate to substitute.

While the audio-visual material suggested will add an important dimension to the student's experiences, the success of the units does not depend upon them.

BOOKS AND ARTICLES ON AFFECTIVE EDUCATION

The following books and articles will be helpful references as you work with the curriculum. The books provide valuable insight into a humanistic approach to education, and the articles give a background in the casual approach to behavior.

Books

Borton, Terry. *Reach, Touch, and Teach.* New York: McGraw-Hill, 1970.

Introduces a process education for student concerns that emphasizes helping children understand the process of change and gives them practice in using it.

Brown, George. *Human Teaching for Human Learning: An Introduction to Confluent Education.* New York: The Viking Press, 1971.

Gives many examples of affective techniques and their classroom application developed as part of a Ford Foundation Project.

Jourad, Sidney. *The Transparent Self.* Princeton, New Jersey: Van Nostrand-Reinhold, 1964.

Emphasizes self-disclosure as a major cause and effect of healthy human beings.

Maslow, Abraham. *Toward a Psychology of Being.* Princeton, New Jersey: Van Nostrand, 1962.

Discusses the basic concepts in humanistic and affective education.

Rath, Louis E., Harmin, and Simon. *Values and Teaching. Working with Values in the Classroom.* Columbus, Ohio: Charles E. Merrill, 1965.

Outlines theory and methods for clarification of values.

Rogers, Carl. *Freedom to Learn.* Columbus, Ohio: Charles E. Merrill, 1969.

Explains in detail why and how classrooms should be organized to free students for learning.

Articles

Ojemann, Ralph H. "The Causes and Consequences of Behavior." Cleveland, Ohio: Educational Research Council of America.

__________. "Mental Hygiene of the Normal Child, Part I, The Nature of Child Behavior." Cleveland, Ohio: Educational Research Council of America.

__________. "Mental Hygiene of the Normal Child, Part II, A Suggested Plan for Learning to Understand a Child." Cleveland, Ohio: Educational Research Council of America.

THE NEW MODEL ME

An Operator's Guide to Coping with Frustration and Aggression

The New Model Me is a high school curriculum designed to help you better understand why people do what they do and how to apply this knowledge to the behavior of self and others. Your student book and the activities it suggests may help you become more aware of your own behavior and more effective in interactions with others. The activities will develop skills for dealing with the frustrations and aggressive feelings that arise from the difficult decisions you face. The course is designed to provide a foundation of skills and understandings to help you deal with difficult situations both now and throughout your life.

The New Model Me contains six units: *Human Behavior, Controls, Real Self, Values, Response,* and *Change*. The *Human Behavior Unit* relates how one's needs, personal resources, immediate physical settings, and other factors influence behavior. The activities contained in the *Human Behavior Unit* provide the springboard into a deeper examination of the controls over your life.

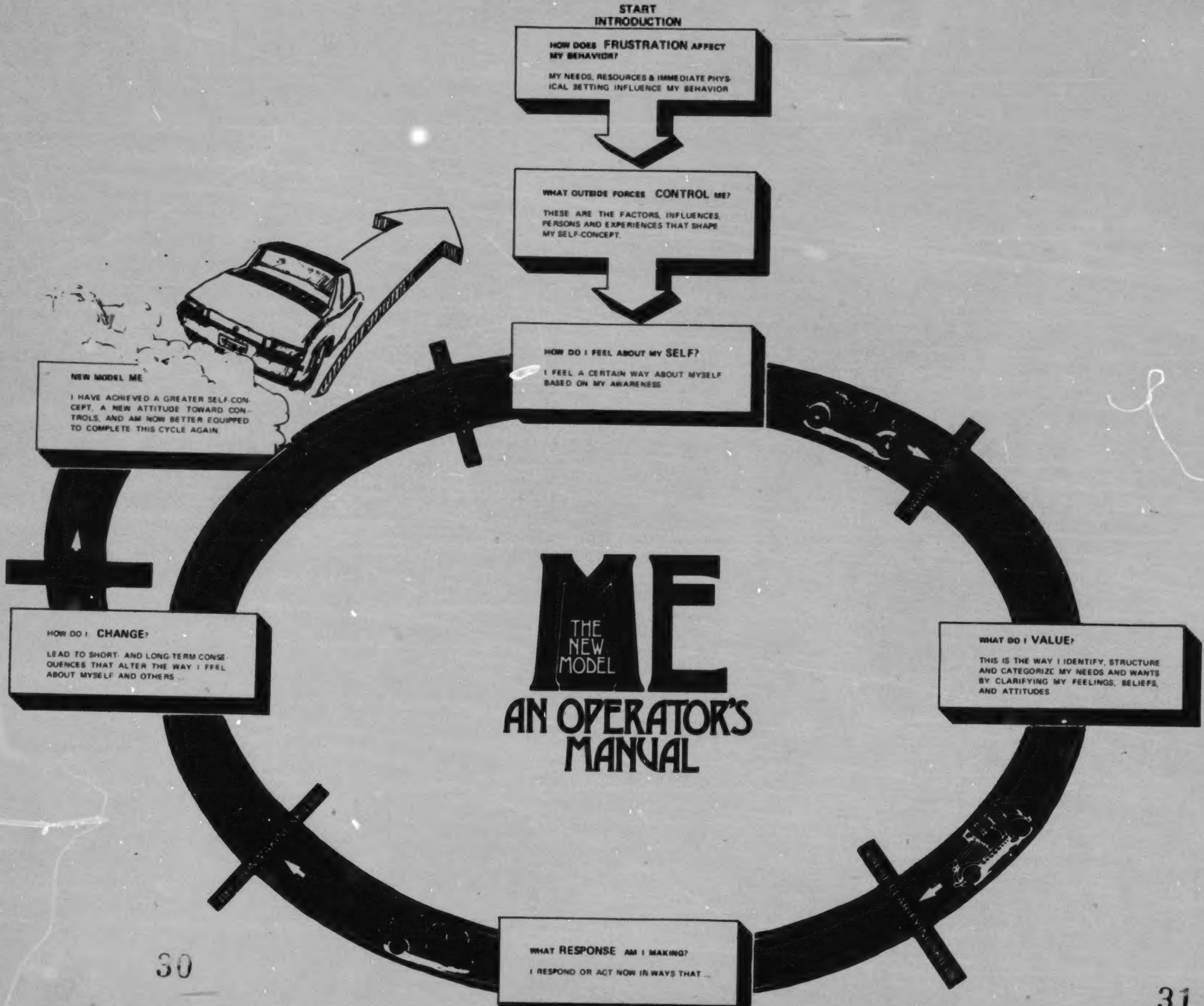
In the *Controls Unit,* the focus is on the outside world and how it affects you and your feelings about yourself and others. This unit is designed to help you better tell the difference between outside controls that help you grow as a person and those that keep you from growing. The activities in the *Controls Unit* provide the basis for a deeper examination of the real self.

The *Real Self Unit* presents activities that increase awareness skills, which may help you to recognize what is happening within and around you. This unit may help you become more aware of how you feel about yourself and those around you and why you feel the way you do. You can answer the question "Who Am I?" in large part by becoming increasingly aware of yourself and your needs and feelings. You may come to realize that your personal values strongly influence the way you deal with your needs and feelings.

The *Values Unit* provides numerous opportunities to help you clarify your values. The activities help you identify the feelings, needs, and attitudes that may suggest what you want in life. Your values provide a structure with which to find some consistency in your life. They are a part of your personal resources that may help you to develop your own personal identity. By increasing your skill in value clarification, you may be in a much better position to explore your responses to life's situations.

In the *Response Unit*, you will examine methods people select to deal with attitudes, frustrations, aggressive feelings, and problems. The more ways you have to respond to a situation or feeling, the better able you will be to select the most helpful response. This unit also emphasizes the need to take responsibility for your decisions. Getting in touch with your own behavior may cause you to ask, "How does knowledge of this interaction change me?"

In the last unit — *Change* — you are encouraged to utilize evaluation skills to help you see how the responses you have made during this course have changed you, your environment, and the people involved in your actions. The activities in this unit are designed to help you review, evaluate, and deal with change in your life.



START
INTRODUCTION

HOW DOES FRUSTRATION AFFECT MY BEHAVIOR?

MY NEEDS, RESOURCES & IMMEDIATE PHYSICAL SETTING INFLUENCE MY BEHAVIOR

WHAT OUTSIDE FORCES CONTROL ME?

THESE ARE THE FACTORS, INFLUENCES, PERSONS AND EXPERIENCES THAT SHAPE MY SELF-CONCEPT.

HOW DO I FEEL ABOUT MY SELF?

I FEEL A CERTAIN WAY ABOUT MYSELF BASED ON MY AWARENESS

WHAT DO I VALUE?

THIS IS THE WAY I IDENTIFY, STRUCTURE AND CATEGORIZE MY NEEDS AND WANTS BY CLARIFYING MY FEELINGS, BELIEFS, AND ATTITUDES

WHAT RESPONSE AM I MAKING?

I RESPOND OR ACT NOW IN WAYS THAT ...

HOW DO I CHANGE?

LEAD TO SHORT- AND LONG-TERM CONSEQUENCES THAT ALTER THE WAY I FEEL ABOUT MYSELF AND OTHERS ...

NEW MODEL ME

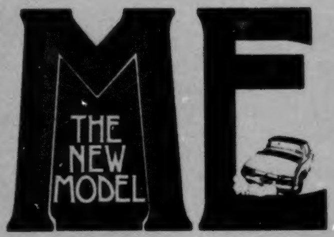
I HAVE ACHIEVED A GREATER SELF-CONCEPT, A NEW ATTITUDE TOWARD CONTROLS, AND AM NOW BETTER EQUIPPED TO COMPLETE THIS CYCLE AGAIN.

ME
THE NEW MODEL

AN OPERATOR'S MANUAL

UNIT 1

BEHAVIOR
POLICE



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*Indented items appear only in the Teacher Manual

WHY STUDY HUMAN BEHAVIOR?

The most important thing about everyone is that he is a human being — an individual with basic human needs, wants, and feelings. Each of us selects his own ways to satisfy his needs, get what he wants, and express how he feels. At times these ways of behaving are automatic or routine, such as when a person falls asleep, eats a meal, or combs his hair. At times these behaviors are personal and private, such as when a person sits alone to daydream, plan goals, or organize thoughts. And at times, these behaviors involve interactions with others, which include all the ways a person acts with or reacts to other people. As a human being, the individual satisfies his needs, wants, and feelings with behaviors that almost always affect other people.

One purpose of this unit is to consider the causes of human behavior — why people act as they do. When he makes decisions, the individual must examine the probable consequences of his actions. Thus, a second purpose is to consider the effects of human behavior on both self and others, so that one can live more effectively as an individual and as a member of various social groups.

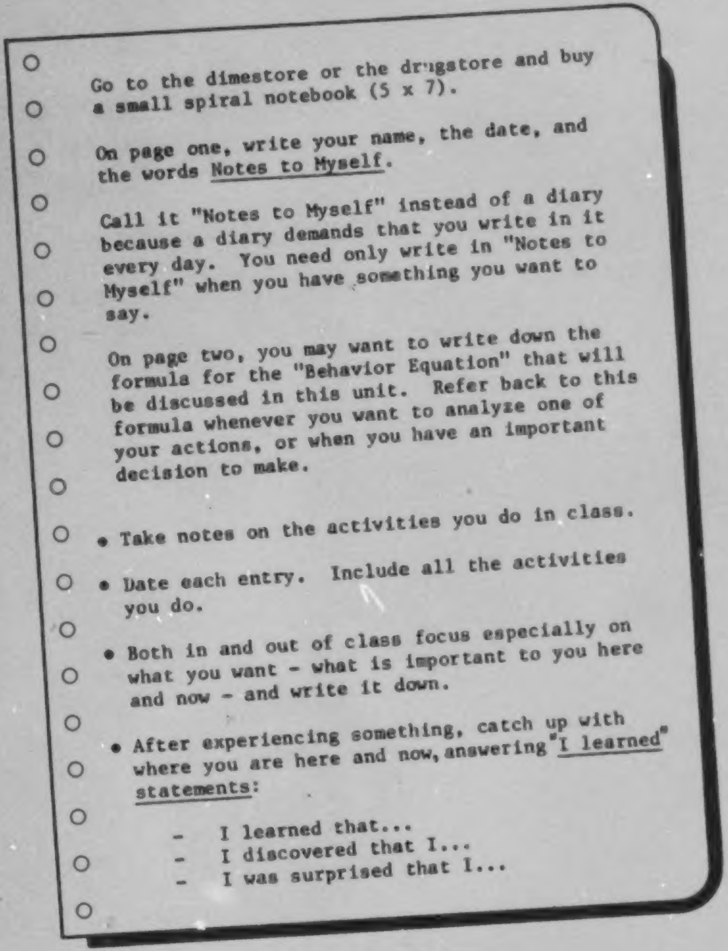
OBJECTIVES

FRUSTRATION

At the end of this unit, you should be able to:

1. Write down one of your specific behaviors.
2. List two possible needs that might motivate the behavior you listed.
3. List the resources you used to satisfy this need.
4. State evidence that will help determine whether or not the physical setting had an effect on your behavior.
5. List some possible alternatives to the behavior you listed and cite some possible effects for each alternative.

NOTES TO MYSELF



Go to the dimestore or the drugstore and buy a small spiral notebook (5 x 7).

On page one, write your name, the date, and the words Notes to Myself.

Call it "Notes to Myself" instead of a diary because a diary demands that you write in it every day. You need only write in "Notes to Myself" when you have something you want to say.

On page two, you may want to write down the formula for the "Behavior Equation" that will be discussed in this unit. Refer back to this formula whenever you want to analyze one of your actions, or when you have an important decision to make.

- Take notes on the activities you do in class.
- Date each entry. Include all the activities you do.
- Both in and out of class focus especially on what you want - what is important to you here and now - and write it down.
- After experiencing something, catch up with where you are here and now, answering "I learned" statements:
  - I learned that...
  - I discovered that I...
  - I was surprised that I...

Important: Writing notes to yourself will help you understand your behavior better. Use your Notes to Myself to keep track of yourself in process. Ideas gain power by being put down in words on paper. Watching your thoughts flow and grow shows your shape and shadow.

TO THE TEACHER: NOTES

Encourage the students to keep notes. As they go through the units, the entries in the journal may change. Have them refer to their journals from time to time to see how and why their entries are different. Have them discuss the journals in small groups.

TO THE TEACHER:

BECOMING COMFORTABLE WITH THE CURRICULUM

Before your class begins the first unit, it would be helpful for students to experience some preliminary activities designed to help them become more comfortable with "The New Model Me." By working through the preliminary activities, your students will become more aware of their feelings and wants, and those of their peers. You may want to spend the first day going through the manual and expressing any feelings or wants about this course. It may also be helpful for your class to establish some ground rules for class discussion and group process activities. Some topics you may want to discuss are:

- How to Deal with Someone Who "Puts People Down "
- Each Person's Right to Feel the Way He Does
- Expressing Attitudes
- Uncomfortable Topics

ACTIVITY A
DESIGNING A COVER

This is an activity to help your students clarify their expectations of this course.

TO THE TEACHER:

To make this activity purposeful, do it before the class has seen the student book. Write the words "The New Model Me" on the chalkboard. Have your students think for 10 minutes about what they would like a course on such a topic to include and about what pictures, messages, ideas, symbols, thoughts, and questions they would use to decorate the cover of the textbook. Suggest that each student design a "New Model Me" cover and bring it to class. These covers can be posted around the room.

You will want to save these covers, since the concluding activity in this course will be again to design a cover. A comparison of the final covers with the ones drawn at the beginning should stimulate significant discussion on the expectations students had for this course and how well they were met.

ACTIVITY B
VALUES IDENTITY TAG MILLING ACTIVITY

This is an introductory activity to help build rapport among your students.

TO THE TEACHER:

Give each student one-half of an 8½" by 11" paper. Give these directions:

- In the upper left-hand corner, write the names of two people you feel have influenced you the most.
- In the lower left-hand corner, rank the following in the order in which they are important to you: thinking, acting, and feeling.
- In the upper right-hand corner, write two things that upset you or make you angry.
- In the lower right-hand corner, write two values you hold.
- Write anywhere on the paper five words ending in "ing" that are important and of value to you.

After the tags are completed, have the students pin them on so everyone can read them. All of the students then walk around and meet each other without talking. They may read each other's tags, shake hands, and look at each other.

The idea of milling is to have each student briefly share his values with the others. Later on he will share them for a longer time with two other students.

Allow ten minutes for this part of the activity. Ask the students to remain standing where they were when you stopped the milling and feel what the experience meant to them by answering their choice of the following questions on the back of their tags. Either read the questions or let the students read them from the chalkboard or a flip chart.

- Are there any questions you had trouble answering? Why?
- Were there some things that you did not want to put on your tag? Why?

SHARING TRIOS

Immediately after the "tag-milling" and while the group is still standing, ask the students to form groups of three. They may sit on chairs or on the floor. Ask the students to be aware of whether they choose or are chosen to be in the groups of three.

- Ask each person in the trio to share in depth what he put down on the label concerning something that upset him or made him angry.
- Have each person in the trio share a time when he had to make a difficult decision. What choices did he have? What might have been the consequences of the choices? What did he decide? How did the situation turn out?

ACTIVITY C
SYMBOL OF ME

This is a sharing activity to help students clarify their feelings and build group spirit.

TO THE TEACHER:

Have your students close their eyes and think of something that represents them or a facet of their behavior. After they have had five minutes to think, have each draw a picture of this symbol on a sheet of typing paper. Have the class break into dyads (groups of two students) and discuss their symbols for five minutes. Then have the class form groups of four students. After the four have shared their symbols, have the class form a large circle. As a debriefing exercise ask your students for some "I learned" statements, such as I learned that . . . , I was surprised that . . . , I got in touch with . . .

ACTIVITY D
SOMETHING I'M PROUD OF

This is a sharing activity to help students clarify their feelings and build group spirit.

TO THE TEACHER:

A proud circle is one in which each student shares with the group something he is proud of. Have your class form proud circles of four or five students. Each takes something he is wearing or carrying in his wallet and tells the group why he is proud of it.

This activity is very important for the students because it stresses the need to build self-esteem. At the end of this activity, you may want to ask your students for some feelings statements. Seek volunteers to complete the following statement: I feel that . . .

ACTIVITY E
I'D LIKE TO INTRODUCE . . .

This is an introductory activity to help build group rapport among your students.

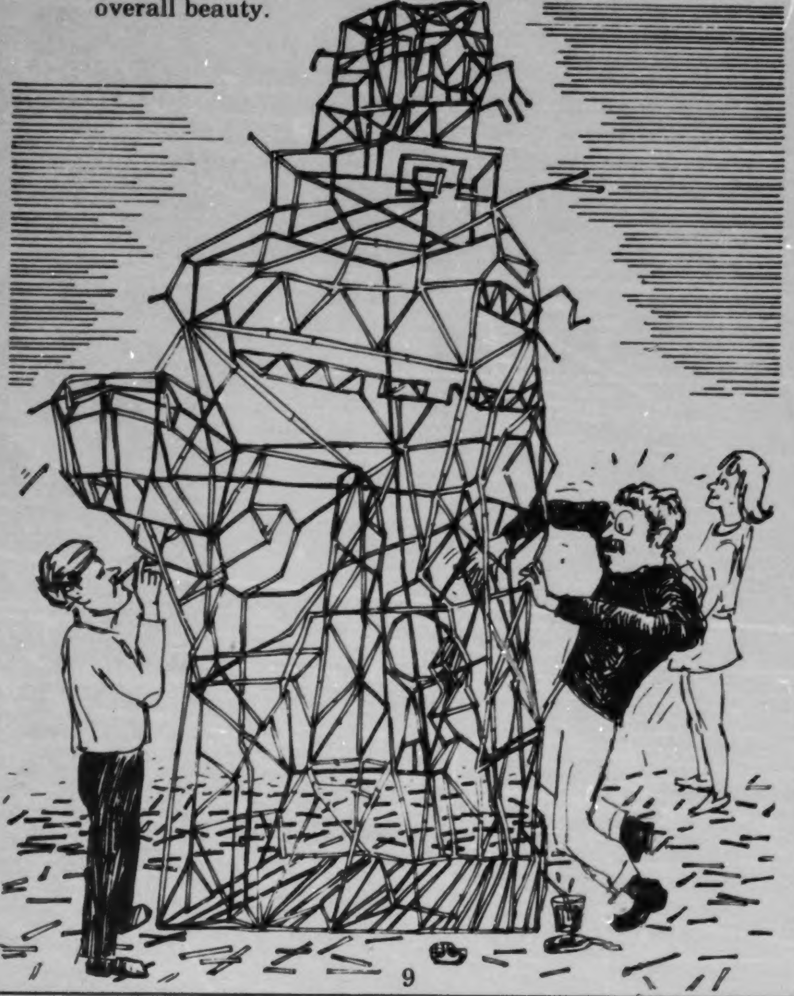
TO THE TEACHER:

As the last preliminary activity before your class starts Unit I of "The New Model Me," have your students divide into dyads. They may draw names from a box or pick partners. Each student should give his partner a verbal biography, including his interests, hobbies, and goals. After both partners have shared their biographies, each is to make a collage that contains at least five of his partner's qualities, hobbies, and goals that he admires. At the next class meeting, have each student introduce his partner and briefly describe the collage on him. After all the collages have been presented, you may want to ask your students for some feeling statements,such as "I feel that. . . ." As a debriefing statement, you may want to stress the importance of seeing the good traits in people. The collages may be displayed in the classroom.

ACTIVITY 1 STRAW TOWER

This is an activity to help you identify some of your responses in a group task situation.

- Each group will build a tower at least five feet high, using plastic straws and scotch or masking tape.
- The groups will have 15 minutes to complete the task.
- *Each tower will be judged on its creativity, originality, and overall beauty.*



TO THE TEACHER: ACTIVITY 1

This activity focuses on a specific group task. The individual is to determine his own response or lack of it in relation to that task and determine how he feels about his response and the response of others.

Give each group approximately 50 straws and one-half roll of tape. Since masking tape works better than scotch tape, provide scotch tape if you want to increase the frustration level.

While the groups are working, circulate to observe how the groups are handling the task, which students have asserted leadership, the acceptance or rejection of such leadership by group members, the degree of cooperation among the group members, and the kinds of feelings being generated as the students work. OR, while the groups are working, try to arouse strong feelings. Join a group in the guise of helping them to build the tower and then hinder their work, or encourage the efforts of one group so openly and loudly that the other groups feel neglected.

Another option is to select two or three students ahead of time to play the roles of hinderer or encourager while you act as an observer. Work with the selected students ahead of time so that the others in the class will not be suspicious of their actions.

When the task is completed, have the students place themselves on a continuum of Least Assertive to Most Assertive within their group as described below:

LA ____ MA

Directions:

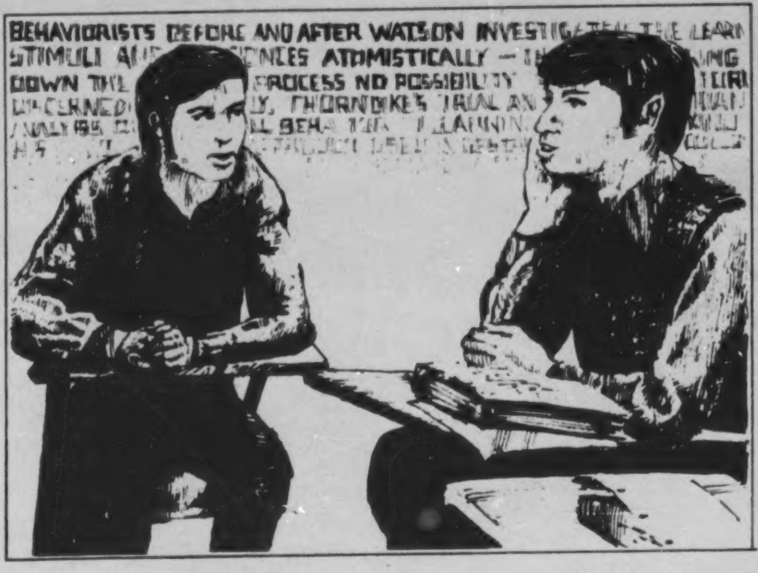
- Mark with X the point on the continuum that he thought he reached during the activity.
- Mark with O the point on the continuum where he would like to have been.
- Write names on the points where he would place other people in the group.
- Tell the rest of the group where he placed members of the group and why.
- Have the group agree on how it would rank order itself from the least to the most assertive in doing the straw tower project.
- Ask each student to decide how he feels about where others in the group placed him on the continuum.

- Now have each group stand in rank order. Those who are willing may tell how they feel about their assertive positions on the continuum. You can talk about either their own evaluation of themselves or how the group agreed to rank them. Another interesting angle to discuss is how closely the students' perceptions of their own assertiveness met the group's evaluation. Ask them . . .
  - how they felt while they were working in the groups
  - if they were comfortable in their roles as leaders or followers
  - if they switched roles from followers to leaders during the activity and how they felt then
  - if they were aware of feelings among members of their own groups and between groups

ACTIVITY 2 WHAT IS BEHAVIOR?

This is an activity to help you define behavior.

This book deals with human behavior. Before starting to look at different kinds of behavior, it may be helpful to define behavior. Close your eyes for a minute and think about all the words that come to your mind when you think of the word "behavior." Get together with another student to form a dyad. Have one partner continually say the word "behavior" and the other say the first word that comes to his mind. Each time one person says "behavior," the other should say a new word. This activity ends when the other person can no longer think of a new word. Try to write down all the words and then look them over together.


BEHAVIORISTS BEFORE AND AFTER WATSON INVESTIGATED THE LEARN
STIMULI AN ENCES ATOMISTICALLY
DOWN THE PROCESS NO POSSIBILITY
THORNDIKE'S TRIAL AN

TO THE TEACHER: ACTIVITY 2

Allow five minutes for the dyads to function.

Then list on the chalkboard all the words related to behavior that the groups have thought of. Put each word on a 3 x 5 card. You may want to add three or four cards that say "Ignore me." Shuffle the cards and stack them face down so the words are not visible. Have each student pick one. Then pin it on his back so that everyone but him can see it.

Have the students mill for three minutes. Each non-verbally communicates with another student to try to determine what word is on his card. The student can give him cues through actions, but not words. Go through the milling process for three or four rounds of three minutes each. At the conclusion of the final milling round, break the class into groups of four, with the cards still pinned on.

Discussion questions for the groups:

- What word do you think is pinned to your back?
- How did you come to that conclusion?
- How would you define behavior?
- Name some different types or categories of human behavior.

ACTIVITY 2A
DEFINING CONSTRUCTIVE, NEUTRAL, AND DESTRUCTIVE BEHAVIOR

This is an activity to help your students differentiate among various types of behavior.

TO THE TEACHER:

With the list of words from the previous activity still on the chalkboard, present the following definitions:

Constructive Behavior — positive, aggressive actions, planned or unplanned, that are helpful to oneself or others.

Neutral Behavior — planned or unplanned actions that neither help nor hurt oneself or others.

Destructive Behavior — negative, aggressive actions, planned or unplanned, that are harmful to oneself, others, or property.

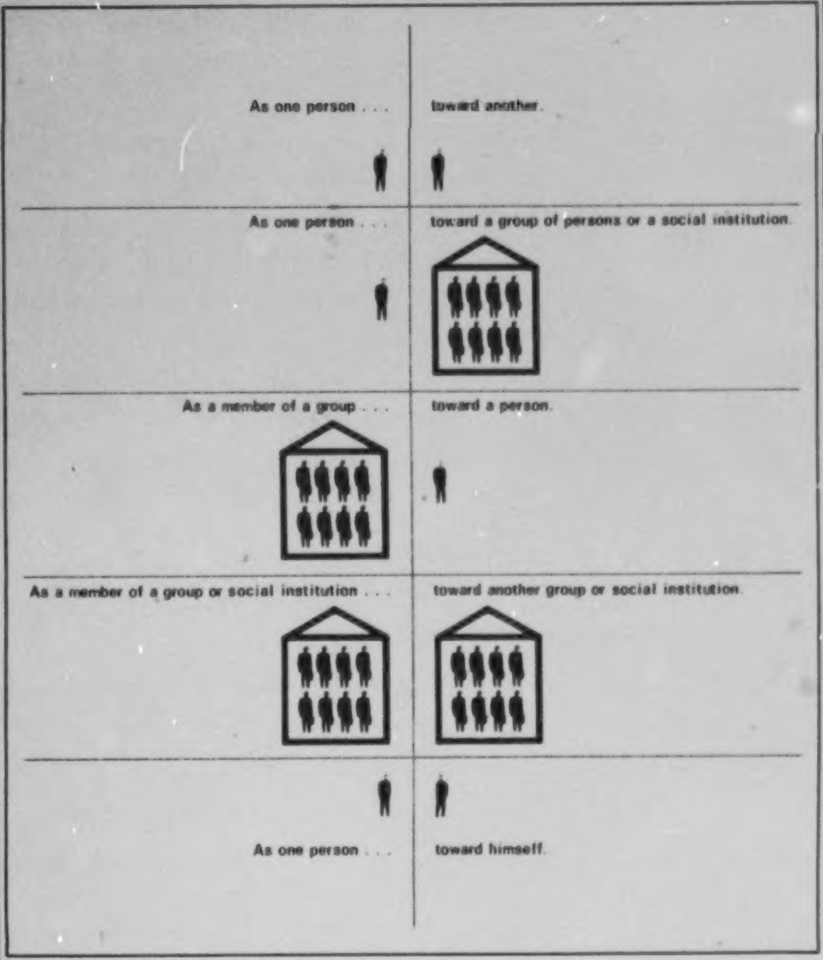
Have the class classify the words on the chalkboard as constructive behavior, neutral behavior, and destructive behavior. During the discussion, place a "C" next to the words that could be constructive, an "N" next to those that could be neutral, and a "D" next to those that could be destructive.

Some further discussion questions:

- What words on the chalkboard do not seem to fit into any of the three categories?
- What words seem to fit into more than one category?
- Into what category do most of the words seem to fall?

As a final activity, have your students write these definitions on the inside pages of their student books or in their "Notes to Myself" to use as references when behavior is discussed.

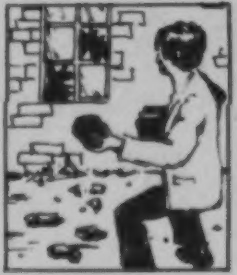
WHAT ARE SOME OF THE WAYS WE BEHAVE?


As one person . . .
toward another.
As one person . . .
toward a group of persons or a social institution.
As a member of a group . . .
toward a person.
As a member of a group or social institution . . .
toward another group or social institution.
As one person . . .
toward himself.

ACTIVITY 3 WHY STUDY BEHAVIOR?

This is an activity to help you experience the different ways people see human behavior.

To include a unit about understanding human behavior in this book implies that perhaps people do not always respond to behavior in an understanding way.

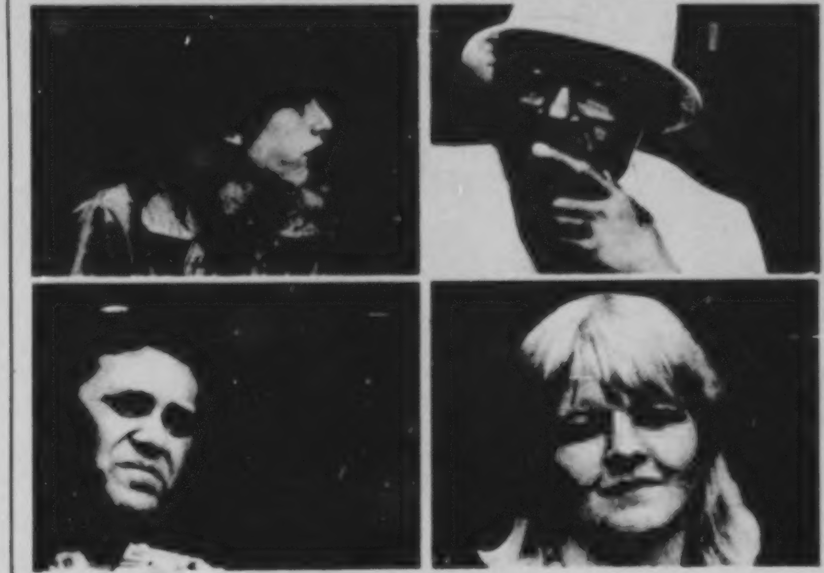


Here are some ways people may respond to this picture:

- Superficial judgment:
  "He did that just for kicks."
- Prejudicial indictment:
  "You can expect that from one of *them*."
- Generalized conclusion:
  "He's probably responsible for all the trouble we've had around here."

All of these reactions to the pictured behavior consider only what is shown on the *surface*.

For each of the following photographs, state a reaction you feel people often would express in response to the behavior shown.



TO THE TEACHER: ACTIVITY 3

A surface approach to behavior is often like seeing only a small portion of a total situation because one is wearing blinders.

After the students have had an opportunity to write a reaction to each of the pictures, ask them to form groups of four to six each. Introduce the task:

Prepare a list of specific types of information you think would be necessary to understand more fully each of the pictured behaviors.

Many of these types of information probably can be categorized into several major *casual factors:*

- information about what each person is trying to accomplish
- information about the character and background of each person
- information about each person's relationship with the people and things around him

The small group build-up followed by a fishbowl is another appropriate technique to use with this activity. There are directions for implementing this approach in the introduction to the manual.

TO THE TEACHER:
The individuals pictured in Activity 3 are in this crowd photographed at a baseball game. You can show this picture of the crowd to your class, so they know the setting of the individual pictures.

THE CAUSAL APPROACH TO HUMAN BEHAVIOR

There are many theories about human behavior. The one that we are going to use in this book is called "The Causal Approach to Human Behavior." It was developed by Dr. Ralph H. Ojemann through research at the Educational Research Council of America and the State University of Iowa. Dr. Ojemann calls his theory the "causal approach" because it investigates the causes or reasons why a person acts a certain way. To help understand the causal approach to behavior, Dr. Ojemann has developed a "behavior equation." This is a simple formula that sums up the key factors involved in human behavior. Dr. Ojemann has written a brief explanation of the behavior equation. You may find the wording and vocabulary a little difficult, but if you re-read it carefully and discuss it with your classmates, you will have a better understanding of the causal approach.

A BEHAVIOR EQUATION
by
Dr. Ralph H. Ojemann

A study of a wide variety of behavior patterns suggests that we may group the factors to be considered into three large categories:

(1) The first group consists of the *motivating forces* the person is trying to satisfy. Examples are (a) the feeling or drive we call hunger, (b) the demand for activity after we have been sitting for some time and (c) the desire for self-respect or self-worth.

The goal a person is trying to satisfy may be a conscious one, such as trying to satisfy a feeling of hunger by securing food. The goal may be a relatively unconscious one that is very difficult to identify, such as trying to make up for a feeling of worthlessness by bullying. The forces may vary in strength from person to person and vary in strength at different times in the same person.

(2) The second group of factors includes the available *psychological and physical resources* that the individual has at the moment for satisfying the motivating forces. These resources consist of skills, ideas, attitudes, available physical energy, and similar items that are called into play to help the organism achieve its goal. They represent the organization of the nervous and muscular systems at the time the motivational force is passing into action.

The concept of resources can be illustrated by a simple example. Suppose a one-year-old refuses to go to bed when it is time. He may object vocally and physically. If the parent insists, he may cry. Suppose a careful study of the child and the situation shows that on this particular day the child's activity was restricted, and other factors further indicate that the child is not tired. Probably the child has not yet learned to identify that feeling and to express it verbally in a way that is convincing to the parent. Hence he uses other methods to delay going to bed - methods that are within the range of his abilities. After he has learned to identify the problem and to express himself verbally, he may try verbal expression first.

(3) The third group of factors is the nature of the *immediate physical setting*. The behavior always takes place in surroundings and often may involve some part of the surroundings. For example, if a child took another's play material, it must have been accessible so he could grasp it. If it had not been accessible, the child's behavior would have been different. If he had been able to see it but not reach it, he might have worked out an indirect method to get it.

A summary of these observations in the form of a behavior equation is written as follows:

Motivating Force + Resources + Immediate Physical Setting = Behavior

An abbreviation of the equation is: Mf + R + IPS = Behavior. (In this equation the plus signs mean "interacting with." They are not the additive signs of arithmetic. They are like the plus signs in an equation of dynamic relationship, for example, in a chemical equation. The various factors in the equation interact.)

OF HUMAN NEEDS

To be human is to be vulnerable — to have needs and wants, to feel and to care. As *human beings*, people share in common basic *motivating forces* (needs), which give energy and direction to their behavior. As growing persons, each person is faced with such tasks as:

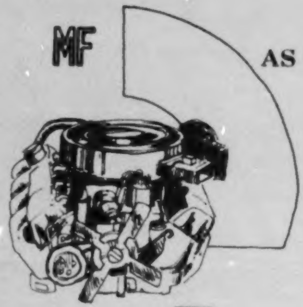
- achieving a measure of self-respect — being a person in one's own right, recognized as a significant person
- achieving a feeling of belonging — through achieving a measure of acceptance, a degree of love from certain others
- achieving a measure of emotional security — a feeling of control over or protection from things that might injure or hurt
- dealing with sex feelings
- dealing with demands for activity, rest, and other tissue needs
- satisfying hunger or thirst

OF INDIVIDUAL RESOURCES

Faced with the tasks of living noted above, each individual selects methods to work out his needs and feelings. What methods he selects depends upon the unique personal resources he has as an individual, such as knowledge, skills, perceptions of the moment, attitudes, values, and available energy.

OF IMMEDIATE PHYSICAL SETTING

An individual's behavior is also affected by the physical setting, which involves everything in the setting of the behavior at a given time.

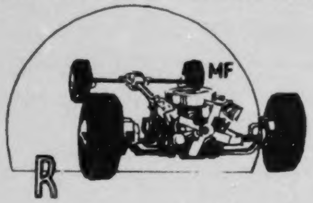


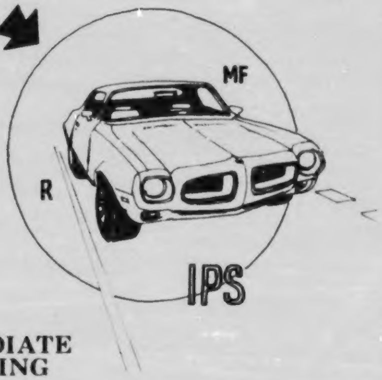
AS WE TRY TO WORK OUT

OUR MOTIVATING FORCES
(NEEDS)

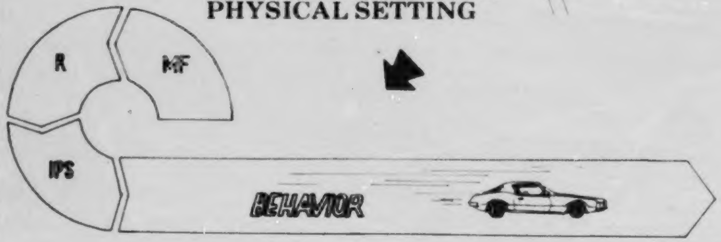
THEY INTERACT WITH

OUR PERSONAL RESOURCES





AND THE IMMEDIATE
PHYSICAL SETTING



THE BEHAVIOR EQUATION

As a person tries to work out
his motivating forces (MF)
(needs)

they interact with
his personal resources
and the immediate physical setting
(IPS)

to produce BEHAVIOR

The behavior equation is written like this, with the plus sign meaning "interacting with",

MF + R + IPS = BEHAVIOR → Immediate and long-term effects

Behavior can be:

CONSTRUCTIVE, NEUTRAL, OR DESTRUCTIVE

depending in each particular instance upon the person's motivating forces (needs), personal resources, and immediate physical setting.

THOUGHT STARTER:
"A man doesn't live by bread alone. He needs buttering up once in awhile." - Max Rogers

MASLOW'S HIERARCHY OF BASIC NEEDS

TO THE TEACHER:

Why do we do what we do?

Although the ways people go about doing things differ greatly among races and cultures, the needs that they seek to satisfy tend to be very similar throughout the human species. These universally experienced needs have been studied, theorized, and categorized by many psychologists. Though any one of the theories of human motivation may have been used, the hierarchy of needs listed by Abraham H. Maslow seems most helpful in understanding why we do what we do.

Physical Needs

The most basic and the most obvious of all man's needs are those necessary for physical survival. If those needs are not satisfied, the body may perish physically. They include the motivating force of hunger, thirst, temperature control (shelter), sleep, and the need for oxygen.

If the person cannot satisfy his basic needs, he often finds that they dominate his interest and concern. The very hungry or starved man tends to totally ignore his need for physical safety if the strength of the hunger need becomes strong enough. As one writer states, "For the man who is extremely and dangerously hungry, no other interests exist but food. He dreams food, he remembers food, he thinks about food. . .he perceives only food, he wants only food."

The Need for Physical Safety

As a person's physical needs are met adequately, a new set of needs emerges. These may be characterized as the need for safety from external dangers. The physical needs have not ceased to exist, but having these needs satisfied regularly, the individual develops awareness of the next level of human need — physical safety. Fear at the real gut level — fear that one may not survive because of dangers and threats to his physical safety — can be a strong motivating force to human behavior.

For a person to grow fully as a human being, he must have at least some freedom from fear of personal attack.

Love or Belonging Needs

When the physiological and safety needs are met, needs for love, affection, and belongingness tend to emerge. As Maslow states, "The person. . .will hunger for affectionate relations with people in general, namely, for a place in his group."

This love need involves the desire to be deeply understood and accepted. It seeks for a healthy, loving relationship, which includes mutual trust. Intimacy and friendship mean much to the person seeking satisfaction of the love and belonging needs. Each human being has the need both to *give* and to *receive* love.

In our society, the failure to satisfy adequately the need for love and affection through meaningful interpersonal relationships is the most common reason for maladjustment and psychological problems.

The Esteem Needs

With a few exceptions, people in our society have the need to feel of value, to count for something. This is called the need for *esteem*, for a degree of self-respect and respect from others based on real abilities and capacities for growth.

There is a very close relationship between what a person thinks of himself and what others think of him. While the relationship is not always one-to-one, what others who are important to a person think of him has a lot to do with what he thinks of himself.

Self-esteem needs include the desire for confidence, competence, mastery, adequacy, achievement, independence, and freedom. The need to have the respect of others includes prestige, recognition, acceptance, attention, status, reputation, and appreciation.

The interrelationship of the love and esteem needs is apparent. If a person is loved, he tends to feel good about himself. If he feels good about himself, probably he feels loved and capable.

The Self-Actualization Needs

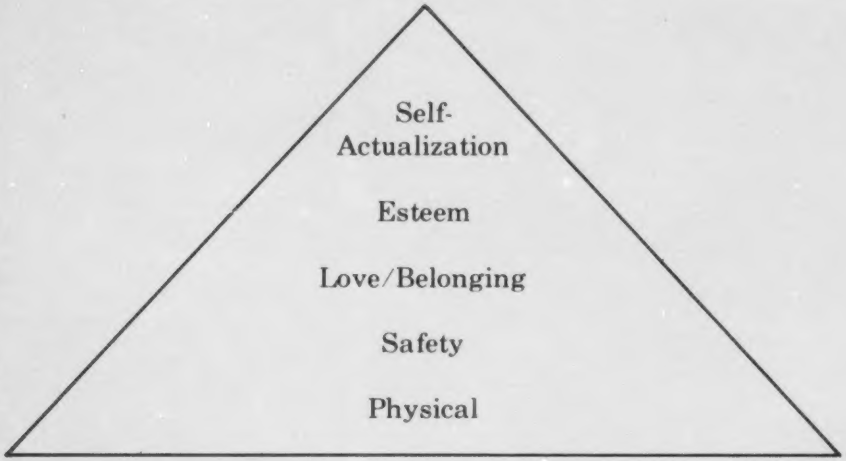
Even if all of the needs mentioned heretofore are satisfied, probably a new discontent or restlessness will soon develop as the person is in the process of becoming more of what he can be. To be happy, a man *must* be what he *can* be. This need for further development through interaction with his environment may be called the need for *self-actualization*. The clear emergence of this need rests upon the prior satisfaction of the physiological, safety, love, and esteem needs.

Related to the self-actualization needs are the needs for curiosity, for learning, for meaning. Through these processes the person grows to his potential.

In Maslow's hierarchy of needs, the satisfaction of the higher needs is based on the adequate satisfaction of the lower-level needs. One cannot progress to the next level, regardless of age, unless the preceding needs have been adequately (not necessarily totally) satisfied.

For example, the person who is extremely hungry is not concerned about his safety if the need for food is strong enough. In the same manner, the person who does not feel safe cannot afford the time or energy to either give or receive affection. The unloved and unloving person seldom worries about what others think, and it is doubtful that any man can develop to his full potential without an adequate degree of self-esteem.

A graphic design of Maslow's hierarchy is as follows:



Maslow's hierarchy of needs also includes these concepts:

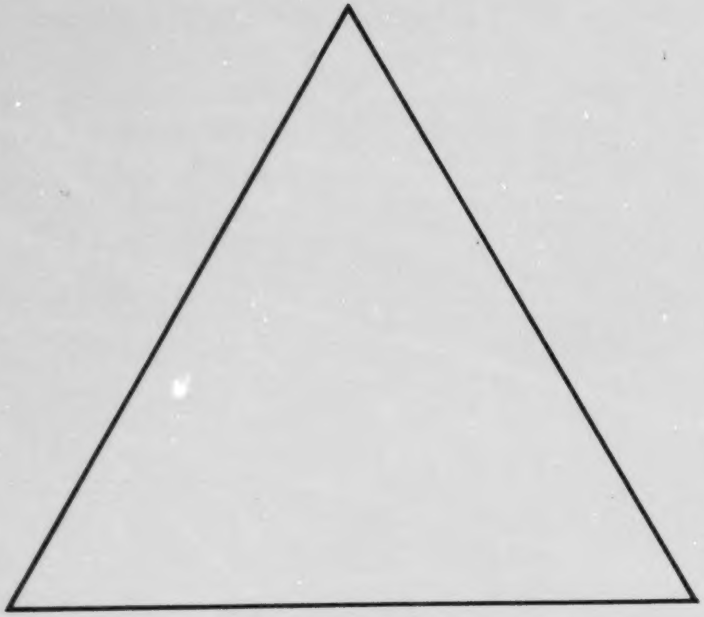
- As the individual moves from physiological needs in an attempt to satisfy needs for self-actualization, he is gradually expanding his world, interacting with more and more of both his physical and social environments.
- On occasion, when a person desires love, he may seek to obtain it through excessive achievement, in a sense trying to buy love. He may put up the front of being an aggressive, powerful, self-confident person, feeling that this is the kind of person who will be loved.
- If a person is regularly frustrated in his attempts to satisfy the higher levels of motivation, he may simply center upon the satisfaction of lower-level needs.
- Human behavior is complex; therefore more than one need may be operating in any single behavior.

Adapted from the chapter "A Theory of Human Motivation" in MOTIVATION AND PERSONALITY, Second Edition, by Abraham H. Maslow. Copyright © 1954 by Harper & Row Publishers, Inc. Copyright © 1970 by Abraham H. Maslow. By permission of the publishers.

ACTIVITY 4 HIERARCHY OF NEEDS

This is an activity to help you learn more about human needs.

For the next five minutes, think about all the different kinds of needs a person seeks to fulfill in his daily living. Write these words outside the triangle.



THOUGHT STARTER:
"Love is the ability to respond to the needs of people before they ask for it." - Theobald

TO THE TEACHER: ACTIVITY 4

After your students have written their needs on the page, have them form dyads (groups of two students each). The task is to try to reach agreement in 10 minutes on how many different categories (kinds) of needs human beings have. Once there is agreement, have each dyad join another dyad for ten minutes to reach agreement on the levels of needs — that is, which human needs are low level, requiring constant fulfillment; which are middle level, requiring somewhat regular fulfillment; and which are high level. After reaching agreement and filling in their hierarchy triangle of needs, each group of four should select someone to present their findings to the class. For debriefing, you may want the class to make some "I learned" statement, such as: I learned that..., I got in touch with..., I was surprised that.... In the next class, introduce Maslow's hierarchy of needs chart and have your students compare it with the one that they made.

ACTIVITY 5 FRUSTRATION IS. . .

This is an activity to help you discuss some of your frustrations.

Close your eyes for a minute and think of some frustrations you have been experiencing lately. Examples are: "Frustration is a car that won't start." "Frustration is forgetting your locker combination." "Frustration is calling your girlfriend and getting a busy signal." After you have thought about your frustrations, illustrate two you have had recently.

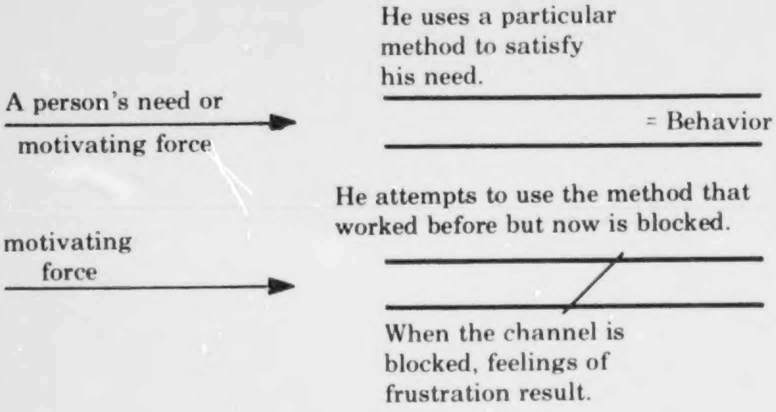
TO THE TEACHER: ACTIVITY 5

You may want to pass out sheets of typing paper so your students can draw their frustrations. Allow about ten minutes to draw two pictures. Then have the class form a friendly circle. Have each student say the words: "Frustration is. . ." and then hold up his picture and describe it. After you have run through the circle twice to get everyone's frustration, as a debriefing discussion you may want to ask your students if they saw any similarities and/or differences in the frustrations. Everyone has frustrations. Students may want to think about some their parents, their friends, or their teachers have. The class may discuss why it is important to know about one's own frustrations and those of others.

FRUSTRATION

Frustration occurs when a person has a need that he is trying to satisfy, and the method he uses to satisfy that need is blocked.

This can be diagrammed as noted below:

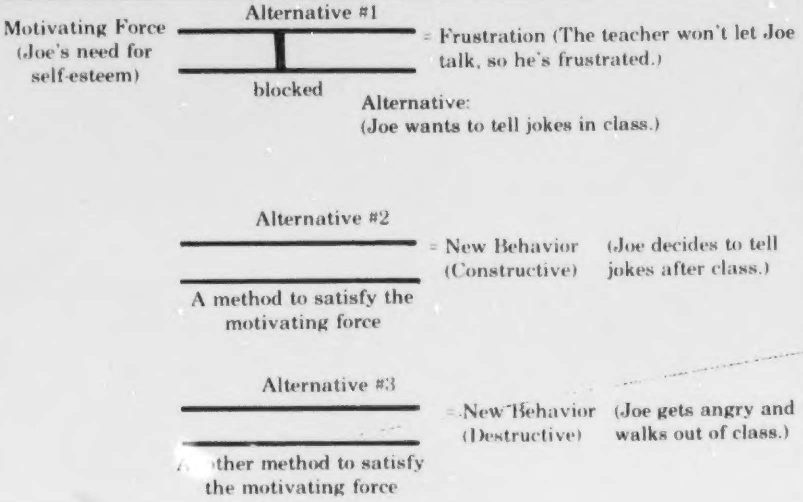

He uses a particular method to satisfy his need.
A person's need or motivating force
= Behavior
He attempts to use the method that worked before but now is blocked.
motivating force
When the channel is blocked, feelings of frustration result.

Example:

Joe has a need for self-esteem. To satisfy his need, he can use his knowledge and skills by telling jokes to get the attention of the class. If his teacher prevents his disrupting the class, he probably will become frustrated.

Whether the frustration is a little uncomfortable or whether it becomes extremely uncomfortable, depends upon Joe's ability to find an alternative way of satisfying his need or motivating force.

Joe's problem can be charted as follows:


Motivating Force (Joe's need for self-esteem)
Alternative #1
blocked
= Frustration (The teacher won't let Joe talk, so he's frustrated.)
Alternative: (Joe wants to tell jokes in class.)
Alternative #2
= New Behavior (Constructive)
(Joe decides to tell jokes after class.)
A method to satisfy the motivating force
Alternative #3
= New Behavior (Destructive)
(Joe gets angry and walks out of class.)
Another method to satisfy the motivating force

Whether or not a person tends to select a destructive behavior in response to frustration usually depends upon one or more of the following:

- The *strength* of the need or motivating force. (How strong is Joe's need to tell jokes?)
- How much frustration a person can handle. (How much frustration can Joe handle?)
- How many alternatives are available to a person. (How many alternatives can Joe think of?)
- How values affect a decision. (What are Joe's values?)

FRUSTRATION FLOW CHART

1. What are some frustrations I have met recently?

____

____

____

2. How did I feel when I encountered the frustrations?

____

____

____

3. What need do I think was blocked?

____

____

____

4. How did I handle those frustrations?

____

____

____

5. Is there something else I wish I had done?

____

____

____

6. What were the effects of what I did on myself and on someone else?

____

____

____

TO THE TEACHER: FRUSTRATION

Since this exercise will be repeated, collect and save the students' papers so they can be compared later.

PROCESSING A BEHAVIOR
MF + R + IPS = BEHAVIOR

The same need (motivating force) can be satisfied by different people in many different ways. This may be because of the different resources people have or do not have.

Example: Three new students at school want to satisfy their needs for self esteem.

One student tries to gain friendships in the new group by being nice to others. He lets the group know he likes them and wants to belong. This method has worked effectively for him before so he tries it again. The resources that this student uses are the knowledge that such behavior was successful earlier, his skill in gaining friendships in new groups, and perhaps an attitude that other people will feel comfortable with a "new face" around.

A second student tries to impress a gang of his peers with his toughness. He gets into a fight with a member of a rival gang, and by winning he gains their acceptance and approval. Perhaps he tries this method because it has worked for him before. The resources he has are his perception of himself and the gang he wants to be a part of, his previous experience of having destructive behavior work in his favor, and the physical energy necessary to fight.

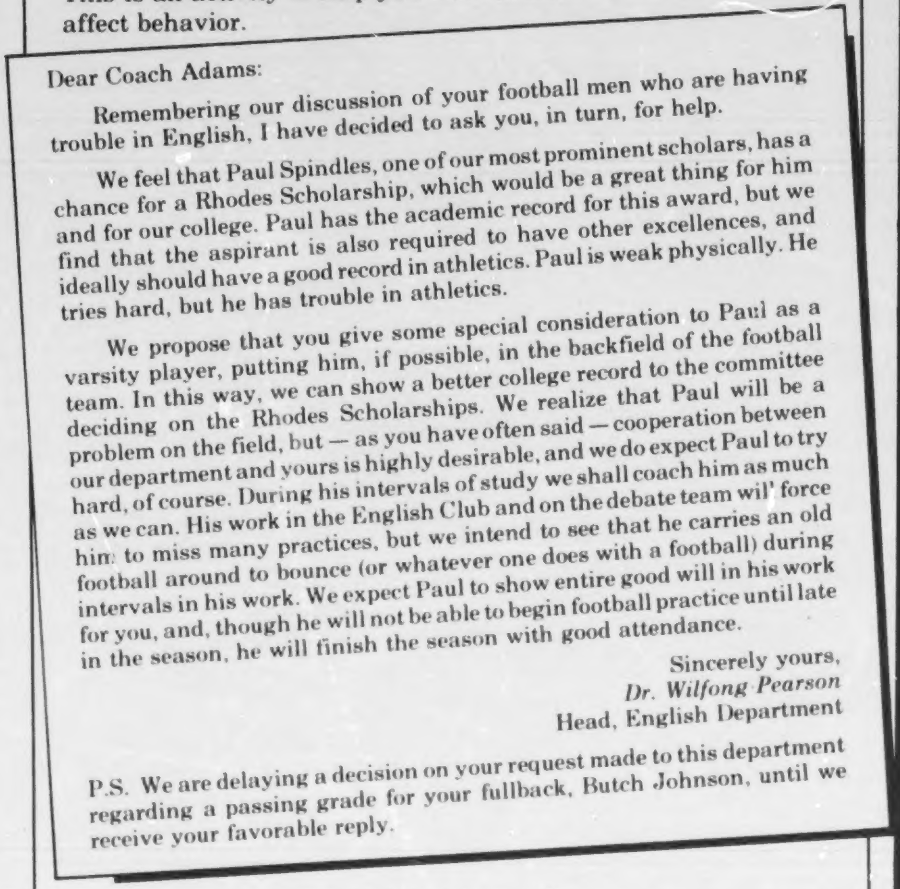
A third student decides that he can gain peer approval by excelling in contact sports. By performing well on the sports field, he impresses a group he wants to be with. Because this method works for him, he is likely to continue gaining acceptance and approval thereby. He is using his skills, ability, and physical energy to perform well in sports to satisfy his need for self-esteem.

Each of the students in the above situations chose different strategies to satisfy the same need of being accepted by a group and building his self-esteem. Each individual had different resources, worked in a different physical setting, and had a different group he wanted to relate to. When a method worked for the student, it was rewarded and reinforced, whether it was constructive or destructive. The first and third students were reinforced for their constructive behavior. The second was rewarded for fighting, which was destructive behavior.

ACTIVITY 6

A LETTER TO THE COACH

This is an activity to help you become more aware of how needs affect behavior.



Dear Coach Adams:

Remembering our discussion of your football men who are having trouble in English, I have decided to ask you, in turn, for help.

We feel that Paul Spindles, one of our most prominent scholars, has a chance for a Rhodes Scholarship, which would be a great thing for him and for our college. Paul has the academic record for this award, but we find that the aspirant is also required to have other excellences, and ideally should have a good record in athletics. Paul is weak physically. He tries hard, but he has trouble in athletics.

We propose that you give some special consideration to Paul as a varsity player, putting him, if possible, in the backfield of the football team. In this way, we can show a better college record to the committee deciding on the Rhodes Scholarships. We realize that Paul will be a problem on the field, but — as you have often said — cooperation between our department and yours is highly desirable, and we do expect Paul to try hard, of course. During his intervals of study we shall coach him as much as we can. His work in the English Club and on the debate team will force him to miss many practices, but we intend to see that he carries an old football around to bounce (or whatever one does with a football) during intervals in his work. We expect Paul to show entire good will in his work for you, and, though he will not be able to begin football practice until late in the season, he will finish the season with good attendance.

Sincerely yours,
Dr. Wilfong Pearson
Head, English Department

P.S. We are delaying a decision on your request made to this department regarding a passing grade for your fullback, Butch Johnson, until we receive your favorable reply.

Consider the following questions about needs:

- What do you think were the needs of each of the three people involved?
- In what ways did these needs seem to affect each person's behavior?
- What are some alternative ways in which the needs of each of the individuals might be satisfied?
- What might be some of the short- and long-term effects of the various alternatives?

ACTIVITY 6A
LET'S USE OUR RESOURCES

This is an activity to help your students become more aware of how they use their resources in decision-making.

TO THE TEACHER:

For this activity, select eight students to participate in pairs. Have the eight wait in the hall while you brief the class. Tell the class that they are to look for all the personal resources each pair of students uses to solve the task.

Give everyone a mimeographed copy of Task A.

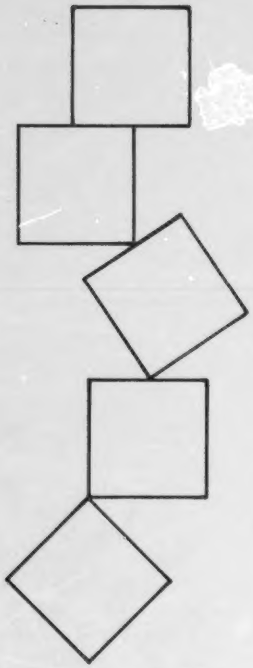
Invite the first pair of volunteers back into the room. Give one student the Task Directions and tell the other to go to the chalkboard and wait for directions from his partner. Each pair of students will have seven minutes to complete the task.

While the pair is working, make sure that the rest of the class are observing the students to see what resources they seem to be using. At the end of seven minutes, call time and ask the class what they saw. Then ask the pair what resources they used. After about five minutes of discussion, invite in another pair of students and repeat the procedure.

After the class has discussed the performance of Pair #2, invite in Pair #3.

Pair #3 will get a new task:

Pass out Task B Directions to the class and to one member of Pair #3, while the other member uses the chalkboard. Have the class watch closely to see what resources they seem to use. After seven minutes, call time and have the class discuss what they saw. Invite in Pair #4 and give them the same task. At the end of the class, you may want to ask your students for some "I learned" statements, such as I learned . . . , I was surprised that . . . , I got in touch with . . . .

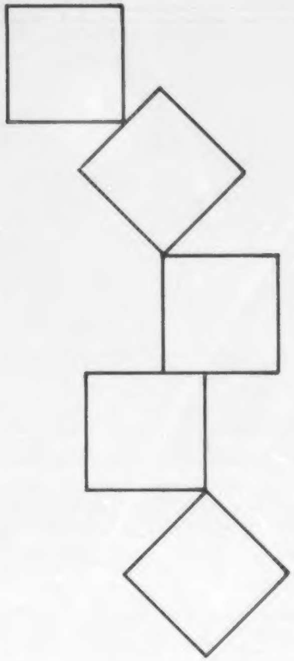


TASK A

Instructions: Study the figures above. With your back to the group, tell your partner how to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. You are not allowed to answer your partner's questions.

TASK B

Instructions: Study the figures above. Facing the group, you are to tell your partner how to draw the squares. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer your partner's questions and repeat the directions if necessary.



ACTIVITY 7 BOMB SHELTER DILEMMA

This is an activity to help you see how your resources (experiences, values, skills) affect your behavior.

Form a group of ten people who will need to reach a decision by employing the Group Consensus Method. This means that the task assigned must be agreed upon by each member before it becomes a part of the group decision.

Consensus is difficult to reach. Therefore, not every idea of each individual will meet with everyone's approval. As a group, try to rank each decision so that all group members can agree at least partially. Here are some guides to use in reaching a consensus:

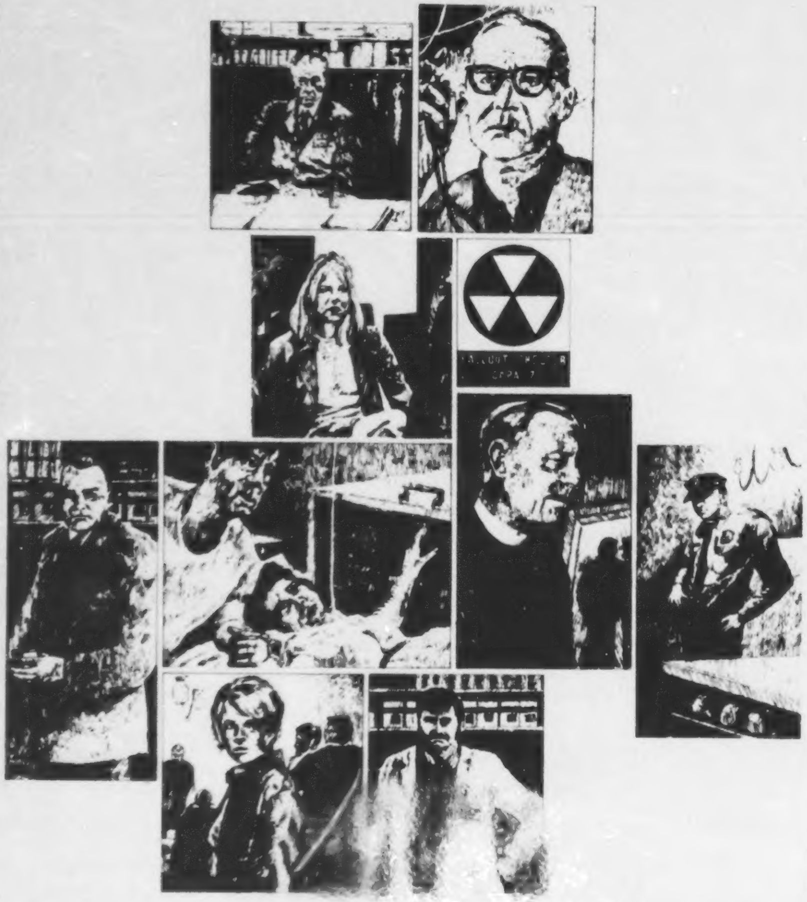
- Avoid arguing for your own individual judgment. Approach the task on the basis of logic.
- Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least partially.
- In reaching decision, avoid "conflict-reducing" techniques, such as majority vote, averaging, or trading.
- In decision making, view differences of opinion as helpful rather than hindering.

THE TASK:

Pretend that a bomb has been dropped and the only ten people still alive in the world are in a bomb shelter. There are food and oxygen to accommodate only seven of the people until the fallout has reached a safe level. These seven will have to create a new society.

Your group must reach a unanimous decision on which three people must leave the shelter.

You have 30 minutes to reach a unanimous decision.



The 10 people in the bomb shelter are:

- a 70-year-old minister
- a laboratory scientist
- an electrician
- a female vocalist
- an armed policeman
- a pregnant woman, hysterical
- her husband
- a famous writer
- a professional athlete
- a high-school girl

TO THE TEACHER: ACTIVITY 7

This is a value-decision-making activity designed to help students see how their resources (values) affect their behavior. In the debriefing session, you may want your students to discuss the following points.

- How did the group get organized, if at all?
- Did anyone assume leadership in the group? Who? Why? What resources did he use?
- Were the values of each character on the issues discussed made clear to the group? What resources were used to convince the group?
- Did any of the members become frustrated? When? Why? How? What resources did the group use to deal with frustration?
- Was the group able to reach a decision? What, if anything, held up the decision-making process? How did your resources affect the group decision?

ACTIVITY 8 ATTITUDES AND SKILLS

This is an activity to help you see the relationship of attitudes and skills to behavior.

People often develop resources that can easily lead to destructive behavior. Attitudes of hate, prejudice, and apathy are examples of negative resources. Many people have also developed skills that can lead to destructive behaviors. An example of such a skill is marksmanship with a gun.

Discuss the following questions in small groups:

- How do we change our attitudes of hate and prejudice to those of trust and openness?
- How do we increase our skills in cooperative inquiry and problem solving?
- How can we become more strongly motivated to help, support, and encourage and less apt to humiliate, destroy, and hurt?
- What do you think of the search *for the third alternative* — the alternative in which both parties to the conflict can grow instead of one winning at the expense of the other?

ACTIVITY 9 PERSONAL INVENTORY

This is an activity to help you identify many of your own resources.

Make a puzzle or a collage or write an autobiography, which will include:

- experiences you have had so far
- things you have done
- ideas you have acquired
- skills you have learned
- values you have
- people you like or admire
- places you have visited
- books you have read
- anything else of significance to your life

Share what you do with others. Compare the resources you have with those of your classmates.

Now try to think back to six years ago. What resources did you have at that time?

What skills, knowledge, attitudes, etc., would you like to develop as you grow older? How could you develop these resources?

Think of a need you have recently felt and worked out. Indicate what resources you used to satisfy that need.

THOUGHT STARTER:
"Not all those who know their minds know their hearts as well." - LaRocheforicauld

ACTIVITY 10

IMMEDIATE PHYSICAL SETTING ROLE PLAY

This is an activity to help you understand how the physical setting can influence your behavior.

Behavior always takes place in physical surroundings and often involves part of the surroundings. The immediate physical setting is everything that is in the setting of the behavior at the time it occurs.

I. BASKETBALL INSTANT REPLAYS

Role Play #1

You are playing varsity ball for your high school basketball team. It's the fourth quarter, and the score is tied 48-48. As you start into a lay-up shot, one of the forwards for the other team elbows you in the eye. Role play your response.

Role Play #2

You are playing intramural basketball for your homeroom team. It's the fourth quarter, and the score is tied 48-48. As you start into a lay-up shot, one of the forwards for the other homeroom team elbows you in the eye. Role play your response.

Role Play #3

You are playing basketball in your high school gym with a group of your friends after school. As you start into a lay-up shot, your best friend elbows you in the eye. Role play your response.

II. VICIOUS RUMOR INSTANT REPLAY

Role Play #1

One of your best friends has told you that a girl you hardly know has started a rumor that you are cheating on your steady. You have been waiting all week to see this girl. You finally see her in the high-school main office. Role play your response.

Role Play #2

One of your best friends has told you that a girl you hardly know has started a rumor that you are cheating on your steady. You have been waiting all week to see this girl. You finally see her shopping in a department store. Role play your response.

Role Play #3

One of your best friends has told you that a girl you hardly know has started a rumor that you are cheating on your steady. You have been waiting all week to see this girl. You finally see her walking down the street by herself. Role play your response.

TO THE TEACHER: ACTIVITY 10

Have your students create their own role-play situations to illustrate how the physical setting affects their behavior.

ACTIVITY 11 CHRIS

This is an activity to help you process a particular behavior through the behavior equation.

CHARACTERS

Chris — a high-school junior who has decided to drop out of school. Chris views the school as a waste of time and cannot be convinced that it has relevance.

Pat — a close friend, who has had little influence on Chris's decision.

Chris's only parent — a hard worker who wants Chris to have the same advantages as other students in school.

The school counselor — has been unsuccessful in convincing Chris that he should finish high school.

You may want to role play encounters between the four characters. They may be male or female roles. After several situations have been dramatized, discuss the following:

- the needs of the characters in each situation
- the resources the characters have and use in trying to satisfy their needs
- the effect of the physical setting in each situation on the behavior of the characters
- the alternatives available to each character
- the probable effects of each available alternative

THOUGHT STARTER:
"You asked me the way ahead. Ahead of myself as well as ahead of you. Together we shall find the way." - G. B. Shaw

TO THE TEACHER: ACTIVITY 11

This situation is based on the film *No Reason to Stay*, 35 mm., available from the Cleveland Public Library, the Cuyahoga County Library, and some local libraries without charge. It can be rented from the Kent State University Audio-Visual Department for $6.60 and bought from the Encyclopaedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois, 60611, for approximately $150.00.

You may wish to have the students role play and/or discuss the film and apply the behavior equation model to it.

ACTIVITY 12 PUTTING THE BEHAVIOR EQUATION TO MUSIC

MESSAGE FROM
Madman

This is an activity in which you listen to current music to help you think through the behavior equation.

Quite often a person's attitudes and feelings about an individual problem or a problem of society is expressed with popular music. Try to bring to class a record that expresses your attitudes or those of someone you know.

Play two or three of the songs that your class feels have the most significance for high school students today. The activity will be more meaningful if each has copies of the lyrics to follow. Listen carefully to the words.

After you have heard the song, think about the following questions:

- What problem is being described in the song?
- What are some of the needs expressed by the lyrics?
- What kinds of frustrations are mentioned?
- What resources has the person used to try to resolve the problem?
- What is the setting for the situation being described?
- What alternatives are available for resolving the problem?

TO THE TEACHER: ACTIVITY 12

A review of the behavior equation is in order at this time and can be accomplished readily through using the kind of music to which high school students relate. This activity needs some pre-planning to ensure having records and equipment.

Small-group or class discussions, the small-group buildup, and the fishbowl are appropriate techniques for this activity. If you use the suggested questions or similar ones as discussion starters, conclude with a review of the behavior equation.

ACTIVITY 12A
THE QUAKER'S OATS BOX

This is a concluding activity to help your students use the behavior equation in working through problems.

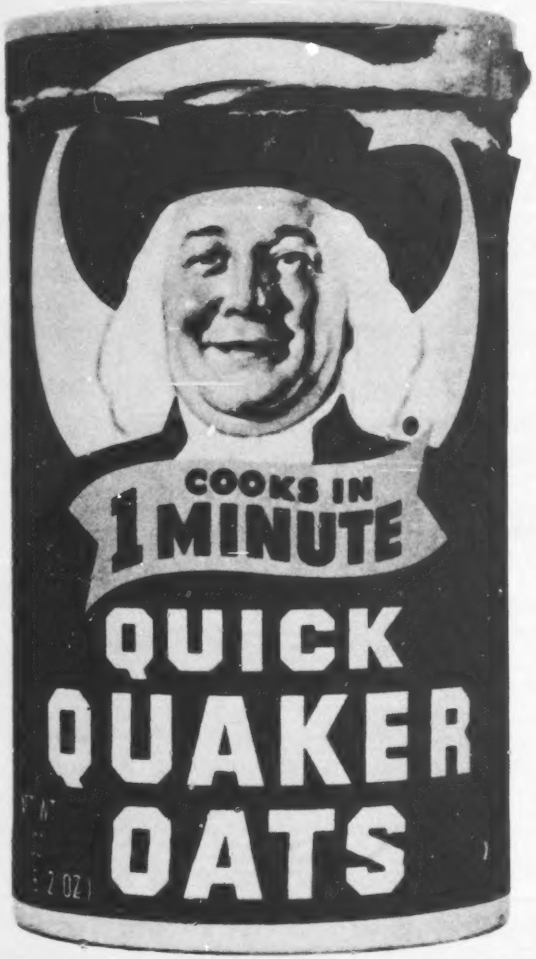
TO THE TEACHER:

Set a Quaker's Oats box or similar container on your desk. Invite the students to write out problems and place them in the box without signatures. The problems submitted may be discussed by the class, by small groups, or by a student panel.

Appropriate questions to consider with each problem are:

- What are some needs related to this problem?
- What resources might the individual use in resolving the problem?
- What is the relationship of the setting to the problem?
- What alternatives are available for constructively resolving the problem?

If this idea or a variation of it seems to be working successfully, you may want to continue it with the other units of study. It provides students with a comfortable method of dealing with their real concerns.



ACTIVITY 12B
EVALUATING MY BEHAVIOR

This is a concluding activity to help your students evaluate themselves according to the objectives of this unit.

TO THE TEACHER:

Have your students turn to the objectives for this unit. Each student should write his response to each objective in his "Notes to Myself." You should allow your students about 15 minutes for this activity. It is also helpful to periodically check with your students on the progress of their notebooks.

A class discussion of the responses will give you some indication of how well your students have accomplished the objectives of this unit.

If one or more students indicate that they have not accomplished the objectives, you should discover the source(s) of the problem through individual or group discussion. Repetition of some activities or development of new activities may be needed for some or all students before proceeding to the next unit.

IN CONCLUSION

Now that you have completed the Human Behavior Unit, it is time to review some of the ideas that were presented. There are many theories of human behavior. The one used herein is "The Causal Approach to Human Behavior." It is called the causal approach because it seeks to look at the causes and consequences of human behavior.

In every behavior situation, there are motivational forces (needs), resources you can use, and a physical setting in which the behavior takes place. In order for you to make a decision, it is important to become aware of the motivational forces (needs).

To help you better understand your needs, Dr. Abraham Maslow's *Hierarchy of Needs Theory* was introduced. This states that you have certain basic needs to fulfill and that you satisfy your needs through your behavior. Sometimes a way to satisfy your needs is blocked, and you become frustrated. In order to end your frustration, it is necessary to consider alternative ways to satisfy your needs. Constructive behaviors are positive, aggressive actions, planned or unplanned, that are helpful to you or to others. Neutral behaviors are those planned or unplanned actions that neither help nor hurt you or others. Destructive behaviors are negative aggressive actions, planned or unplanned, that are harmful to you, to other people, or to property.

One purpose of this unit was to consider the causes of behavior — why people act as they do. In making decisions, you must examine probable consequences of your actions. Thus, the second purpose was to consider the effects of human behavior on both yourself and others, so that you can live more effectively as individuals and as members of various social groups.

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Human Behavior

Arnold, Arnold. *Violence and Your Child.* Chicago: Henry Regnery Company, 1969.

The author discusses research and government hearings that concern violence and gives the viewpoints of industry. He deplores violence and exposes the self-interest of the media producers, justifying his position with extensive research. This book is a forceful presentation of the anti-violence point of view.

Baldwin, James. *The Fire Next Time.* New York: Dell Publishing, 1970.

A leading black writer presents a commentary on the violence and aggression in the inner cities of America.

Berne, Eric. *Games People Play.* New York: Grove Press, 1964.

The author discloses the hidden dynamics of social behavior. He defines a game as an ongoing series of mutual transactions that progress to a well defined, predictable outcome. He analyzes thirty-six games, putting them into categories. In playing games, people assume various roles according to their needs, ego statuses, and social strategies.

Cleaver, Eldridge. *Soul on Ice.* New York: Dell Publishing, 1970.

This book presents Cleaver's philosophy and his program for social and political changes in society in America, including the black segment.

Feshbach, Seymour, and Robert D. Singer. *Television and Aggression.* San Francisco: Jassey-Bass Inc., 1971.

This book reports the first attempt to carry out a laboratory study of the effects of television viewing in a natural setting. The authors show that violence on television may actually help to reduce or control aggressive behavior.

Martin, John M., and Joseph P. Fitzpatrick. *Delinquent Behavior.* New York: Random House, 1964, 1965.

The authors confine their discussion to delinquency as an act of violating the law. They recognize not only the wide variety of social conditions that relate to delinquency, but also the variety of acts that the public considers delinquent. They make it clear that, while social problems are interrelated, they are not necessarily causally contingent.

Maslow, Abraham H. *Toward a Psychology of Being.* Princeton, New Jersey: D. Van Nostrand, 1968.

This book is a serial to *Motivation and Personality.* Maslow works toward the construction of a comprehensive, systematic, and empirically based general psychology and philosophy that includes both the depths and heights of human nature. The book is the first attempt to integrate the "health-and-growth" psychology with psychopathology and psychanalytic dynamics, becoming with being, good with evil, and positive with negative.

Perls, Frederick S. *In and Out of the Garbage Pail.* Lafayette, California: Real People Press, 1969.

In this informal, candid autobiography, Perls recounts his boyhood in Imperial Germany, his service as a medical officer in World War I, his associations with psychoanalysts, including a description of his love-hate relationship with Sigmund Freud, and his residence in the United States and subsequent emigration to Canada.

Reik, Theodore. *Listening with a Third Ear.* New York: Grove Press, 1948.

Reik begins with a study of the hidden causes that drove Freud toward his discovery of psychoanalysis, conducting the study along the same lines as Freud's examination of Leonardo da Vinci. Reik then makes a self analysis of himself. The main body of the book gives detailed descriptions of a number of cases he has treated in thirty-seven years of experience.

Report of the National Advisory Commission on Civil Disorders with introductions by Tom Wicker. New York: Bantam Books, 1968.

This is a report of the National Advisory Commission on Civil Disorders appointed by President Lyndon Johnson after the 1967 riots in America cities. The committee members, who represented "white, moderate and responsible America," found two separate societies, white and black. Their analysis of the problem makes worthwhile reading.

Riesman, David. *The Lonely Crowd.* New Haven, Connecticut: Yale University Press, 1950.

This is a book about "social character" - the patterned uniformities of learned response that distinguished men of different regions, eras, and groups. The book discusses the nature of the processes that produce the differences in the characters of, for example, Frenchmen, Pueblo Indians, and northern and southern, middle- and lower-class Americans. The book also discusses the way in which social character types are deployed in the work, play, political, and child-rearing activities of adult life.

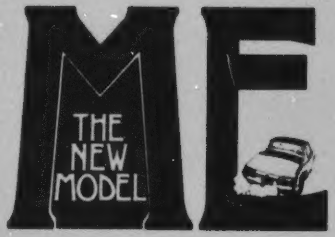
Storr, Anthony. *Human Aggression*. New York: Atheneum Publishers, 1968.

The author sets about to prove that aggression is a drive as innate, natural, and powerful as sex. He is aware of the destructiveness of hostility and pursues it in the life of the mentally ill and in society. He is convinced that aggression has a positive function. It enables the child to be independent and the adult to be intellectual and creative. He concludes with suggestions for reducing aggression because of the threat of extinction through the use of the hydrogen bomb.

Wertham, Fredrick, M.D. *A Sign for Cain*. New York: MacMillan Company, 1966.

The author presents a study which contends that violence is becoming more and more entrenched in our social life and that it is in our power to conquer and abolish it. He shows that the roots of violence must be seen as a whole, that is, in the totality of society — from toy guns to war.

UNIT 2



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*Indented items appear only in the Teacher Manual.

WHY STUDY CONTROLS?

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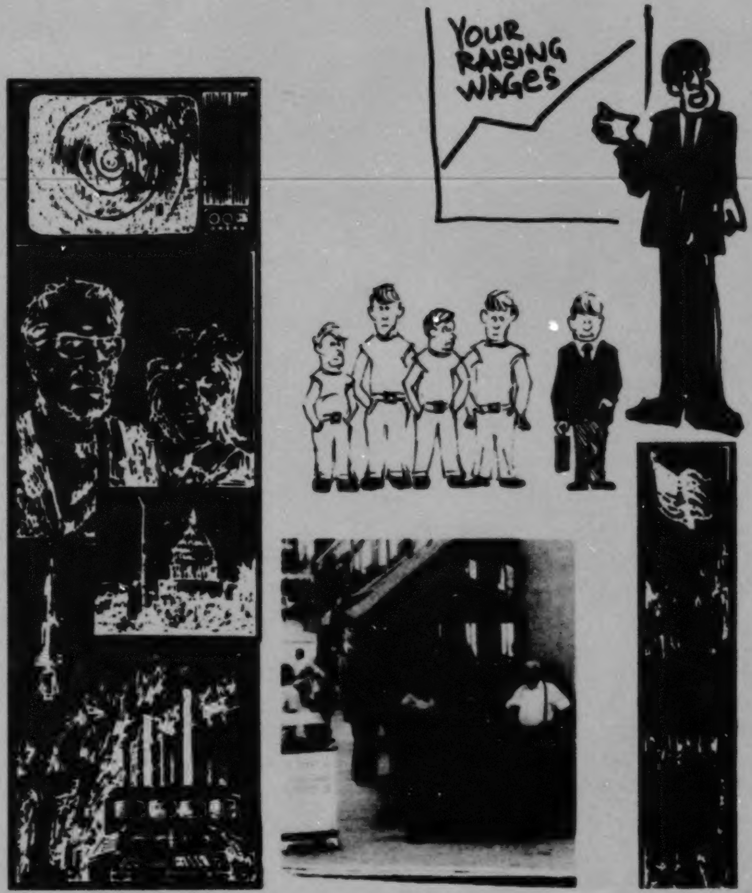
OBJECTIVES



At the end of this unit, you should be able to:

1. List three outer controls that affect you, and identify one source for each control.
2. Cite evidence to show how you affect those sources of controls.
3. State your opinion as to whether or not the three controls you listed are just.
4. For each of the three controls listed, state evidence that shows whether the control is effective or ineffective.

ACTIVITY 1 CONTROLS — WHAT ARE THEY?

ARM & HAMMER

This is an introductory activity to help you identify some of the major controls on your behavior.

> A control is an influence on behavior that indicates the direction or path a behavior should or should not take in order to reach a goal.

Some controls are:

- internally appiled to behavior, while others are externally applied.
- effective in directing behavior, while others are ineffective.
- just, because they open and free paths for human understanding; while others are unjust, because they close and restrict these paths.

Make a list of several sources of control on your behavior. In an adjacent column, list examples of how each source exerts its control; in a third column, rate the effectiveness of each control in influencing your behavior; in a fourth column, express how you feel about each control.

For example, a student might include:

The Control	How It Controls	Effectiveness on Me	How I Feel [illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

THOUGHT STARTER:
"Our opinion of others is not so variable as our opinion of ourselves." - Vauvenargues

THOUGHT STARTER:
"How monotonous the sounds of the forest would be if the music came only from the top ten birds." - Dan Bennett

TO THE TEACHER: ACTIVITY 1

One goal is that students will recognize that, although some controls are restrictive, others open paths of communication and provide for free individual expression. However, since this is an introductory activity, most students probably will concentrate on controls to which they react negatively. Also, many students tend to consider initially only externally applied controls and fail to mention those that originate within the individual. These initial student reactions make the buzz-group activity very important.

Buzz Group: Each student is to have a list of several sources of control on his behavior, as indicated in the text of the student material. This activity can be assigned as homework, or you may allot ten minutes of class time to it.

Dyads: Students are to form groups of two. It is suggested that they form male-female groups because controls often vary widely between the sexes. (10-15 minutes)

Task: Identify major sources of controls that attempt to influence human behavior. Encourage the dyads to consider *many* sources, even if there is some overlapping of categories. Some sources may include a large number of specific controls; others may include only a few. The objective is to expand the student's concept of controls.

The following are some examples of sources of controls that influence behavior. These are not to be considered the "correct" answer.

- REWARD-PUNISHMENT - This is the most obvious source of behavior control. A controller provides or withholds something the controllee needs or wants, or a controller applies or threatens to apply something the controllee wishes to avoid. When this method is scientifically used, it is called "behavior modification."
- EXPECTATION - Because people become accustomed to certain behaviors, a person often experiences the control of expectation or assumption. For example, a person may not be overtly rewarded or punished for practicing the social courtesies; nevertheless, he does. Other examples are the controls exercised by habits, routines, and rituals.

- ASSIMILATION - A person adopts through extended observation and experience certain ideas and concepts that exert control on his behavior. For example, a person adopts a particular sex role because he in part assimilates the many influences of the sex-role models that have surrounded him. Though often subtle, the influence of controls assimilated over a lifetime are perhaps the most significant of all forms of control. Life values develop as a result of assimilating basic ideas and concepts about oneself and others.
- SELF-LIMITATION - A person has unique mental and physical qualities that often direct him toward some behaviors and bar him from others. For example, most people are unable to match the achievements of Einstein or other prodigies because of specific intellectual limitations. An attractive physical body may control the degree of a person's popularity, often to an unjustifiable extent.
- SOCIAL LIMITATION - All people experience the influence of economic, political, racial, technological and/or ideological controls that have become a part of all modern cultures. For example, the "keep up with the Joneses" control may pressure a family to display affluence. Cultures and subcultures are influenced by racial and ethnic pride, and thus direct behavior toward the expression of that pride. Other examples are the controls of prejudice, elitism, and discrimination.
- NEED - Forces that motivate behavior exert a control on behavior. For example, if a person accidentally places his hand on a hot stove, he is obliged to remove his hand. Since each person experiences the needs for safety, love, and self-esteem, his behavior is controlled to the extent that he is able to satisfy these needs.
- PHYSICAL SETTING - A person's behavior is controlled if he is able to do some things and not able to do other things because of his physical setting. For example, a person placed in a room with one door experiences a greater control by the setting than does a person placed in a room with two doors.

From these examples, it is obvious that *any* factor that influences the selection or rejection of a behavior exerts some degree of control. It also is obvious that these factors are the three casual factors of behavior (Mf., R, and IPS). Thus, *all* behaviors are controlled by unique combinations of these factors.

Tetrads: Each dyad is to pair off with one other dyad to form a larger group of four students. Since one intent of the activity is to share a wide diversity of ideas, you should suggest that tetrads be formed between students with dissimilar interests. (10-15 minutes)

Task: Identify characteristics of highly effective controls and of highly ineffective controls. You may wish to suggest stem sentences.

- A control is highly effective when it:
  ex. 1) provides reward, rather than punishment
  ex. 2) is internally applied, rather than externally imposed
  ex. 3) has relevance to the person on whom it is applied
- A control is highly ineffective or effective to a limited degree when it . . .
  ex. 1) fails to recognize the needs of the person
  ex. 2) requires a behavior that the person is unable to perform
  ex. 3) is imposed by someone not highly respected

Fishbowl or whole-class discussion: The tetrads may select representatives for a fishbowl, as described in the Introduction to the manual, or the class as a whole may discuss the concepts of controls.

Task: Prepare a generalized rule that differentiates a just control from an unjust control.

- Does the source of a control affect its justification?
- Are just controls necessarily effective controls?
- Are some effective controls unjust?
- Why is it justifiable for some institutions to impose controls on people?
- As applied to social controls, what does it mean to want not only a slice of the pie, but a voice in how the pie is made?

The class should create its own definition of a just control. The following are suggestions and are not necessarily the only "correct" answers.

Just Controls:

1) Establish rules for behavior so that the action of one person does not physically, intellectually, or emotionally harm any other person.
2) Establish guides for verbal and nonverbal communication along paths that increase human understanding.
3) Protect avenues for the personal growth of all people, rather than reserving the opportunity for a few.

Unjust Controls:

For every human right, there exists a corresponding responsibility. Rights and responsibilities balance one another. An unjust control attempts to shift the balance in favor of one factor at the expense of the other. For example, you have the right to happiness and the responsibility to recognize others' right to happiness. If a control permits you to pursue happiness at the expense of another's happiness or requires that you recognize another's right to pursue happiness at the expense of your own, that control is unjust.

ACTIVITY 2 UNRAVELING THE DEFINITION OF AN EFFECTIVE CONTROL

This is an activity to help you identify an effective control.

Deciding whether or not a control has an effect on a person is quite complicated. The following statements about controls probably seem confusing:

"A control agent that influences your behavior is effective when the influence from the control agent influences your behavior in the way intended by the control agent, just as your behavior that has been influenced by the control agent has an influence on the control agent and thus an influence on the influence the control agent originally had on your behavior, whether or not you consider the influence of the control agent to be just.

"An ineffective control agent also influences your behavior, but you do not do what he wants."

- What do you think the statements mean?
- What makes the task of determining the effectiveness of a control such a complicated one?
- What kinds of statements can you develop to explain the effectiveness of controls?

THOUGHT STARTER:

"Tact is the ability to make a person see the lightning without letting him feel the bolt." - I. A. Battista

TO THE TEACHER: ACTIVITY 2

Determining the effectiveness and interrelationship of controls is a difficult task. This activity can help your students think through this complicated process.

The definition was written originally as a lark. It was to be comical in its absurdity, not absurd in its seriousness. Though significant implications about controls can be illustrated, the task of unraveling the definition should be considered in detail only if students enjoy thought teasers.

Have them give their interpretation of the meaning of the statements. Give them the opportunity to develop similar statements to illustrate the complexity of controls.

ACTIVITY 3 CONTROLS TO BE STUDIED

This is an activity to help you decide which areas of control you would like to study in this unit.

The authors have selected five external control groups for detailed study — "Family," "Peers," "School," "Community," and "Mass Media."

The unit can be approached in several ways. You may wish to concentrate on one or two of the controls that interest you most, working in small groups or as a total class. You may wish to examine all five controls through a combination of individual and total class endeavors. Or, as a class, you may wish to build a study section around a significant control that has not been explored here.

Aspects that are not considered in depth in this unit but that could be explored are:

- geographic location (urban, rural, inner city, urban fringe, or suburban).
- culture (ethnic and racial heritage and customs)
- bureaucracy (red tape) as an institution
- economic institutions (banks, Wall Street, industry, etc.)
- political institutions
- religion
- social institutions and ideologies (for example, What is happening to marriage as an institution?)
- technology

You might want to write a section for this book on one of these alternatives. The section should be similar to those already written. It should include an explanation of what the control is and some activities to help others understand it.

THOUGHT STARTER:

"There are a powerful lot of strings to a man's life: apron, heart, purse and harp." - Terance Rattigan

TO THE TEACHER: ACTIVITY 3

The purpose of this activity is to have the class reach consensus on which controls they would like to study.

An alternative you may suggest is an examination of *all* controls that influence a particular behavior. For example, what is the source, effectiveness, and justification for each external control that influences dating behavior? Such an examination could encompass parental and peer controls, as well as community and legal controls.

After careful deliberation, you may wish to suggest current issues of local or national interest, such as abortion, the feminist movement, law and order, equal opportunity legislation, and drug abuse. Within each of these issues, there may be examples of behavior that the class will find relevant to their own needs.

During the decision-making process, you should help the students feel involved by having them look at some specific controls that affect them and think about how to deal with them constructively.

THE FAMILY

The family is an old institution familiar to all of us. Every society on record has had the family as an institution in some form. In American society, the family is usually defined as a married couple and their children.

From infancy, through childhood, and into adolescence, the family is usually the main center for the development of your personality. During infancy and early childhood, most of the personal resources you developed were the result of family experiences. In its desire to help you develop constructive resources, the family probably exerted a considerable influence on the kinds of attitudes, values, and skills you developed.

During later childhood and adolescence, you started to learn new ideas and skills from people and groups outside your family. Think about the attitudes, values, and skills you have learned from your family. As you become involved in the activities on family controls, think about how your family has affected your behavior.

ACTIVITY 4 THE FAMILY

This is an activity to help you become more aware of family controls.

The family is an old institution familiar to all of us.

- What are some of the rules the family adopts for its members?
- Why do families have rules?
- Name some rules that your family has adopted for your behavior.
- How do you think these rules help or hinder your growth?
- How do these rules act as controls?
- How do you feel about them?
- Are any of them too strictly or inconsistently enforced or too unchanging?
- Is there anything you can do about the rules in your family?
- Have you ever discussed any of these rules with your parents?
- Which rules did you help establish?

THOUGHT STARTER:
"Love does not dominate, it cultivates." - Goethe

TO THE TEACHER: ACTIVITY 4

Encourage the students to brainstorm different possible responses people could have to the suggested questions about family controls. This may improve their ability to identify and clarify their feelings about controls within the family.

ACTIVITY 5 FEELINGS ABOUT FAMILY CONTROLS

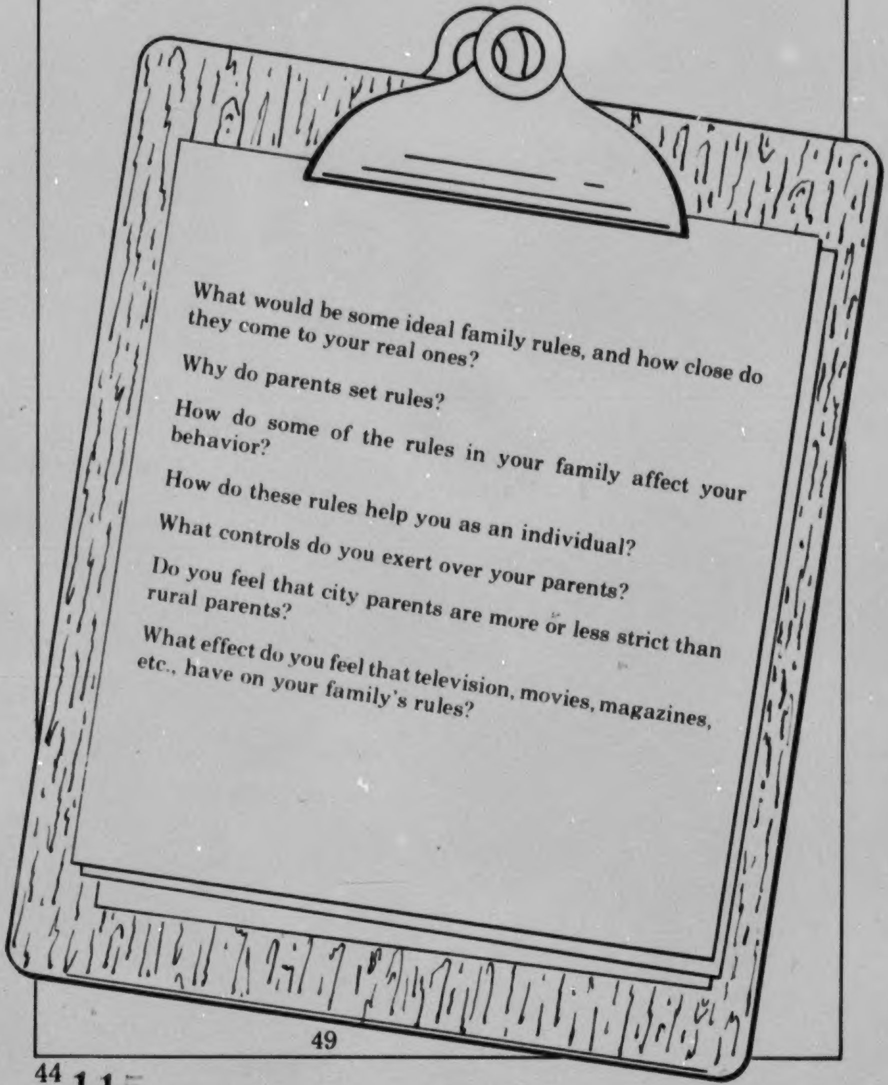
Here is an activity to help clarify your feelings about family controls.

- Make a list of controls that the family uses to influence your behavior.
- Make a list of all the words you can think of that describe your feelings about each of these controls.
- Use a checklist to check your feelings here and now:
  - Put an *S* next to the controls that are *stronger* and an *M* next to those that are *milder*.
  - Put a *T* next to the feelings that are *typical* — feelings that you frequently experience.
  - Put a (+) next to the controls that you feel help you and a (—) next to the controls that you feel hinder you.
  - Circle one word that best describes your feelings about each of the family controls.
- Form small groups and consider reasons for evaluating controls as helpful or harmful.
- Before your group breaks up, you may want to share some "I learned" statements with them. Think about something you learned through this exercise and then say to your group: "I learned . . . about family controls. I was surprised that my family controls are. . . . I got in touch with . . . about my family."

THOUGHT STARTER:
"Each generation has to find out for itself that the stove is hot."
- Mason City Iowa, Globe Gazette

EXERCISE 6 POLL ON FAMILY CONTROLS

Devise a poll on family controls. Poll or question fellow students and parents and compile the results. Math students can help you with statistical sampling information. Some questions on your poll might be:



What would be some ideal family rules, and how close do they come to your real ones?

Why do parents set rules?

How do some of the rules in your family affect your behavior?

How do these rules help you as an individual?

What controls do you exert over your parents?

Do you feel that city parents are more or less strict than rural parents?

What effect do you feel that television, movies, magazines, etc., have on your family's rules?

TO THE TEACHER: ACTIVITY 6

Introduce the idea that the students need a simple set of questions they can use to gather specific information. From the answers, they can generalize about family control patterns. Probably it will be worthwhile to decide before taking the poll what the end product will be, that is, a report to the class, a term paper for class credit, an article in the school paper, etc.

ACTIVITY 6A
FAMILY PANEL

This is an activity to help your students discuss family controls with their parents.

TO THE TEACHER:

Set up a parent-student panel on rules and regulations within the family. Talk about the need for controls, how controls might best be instituted, and what problems relate to them. Have the parents argue the students' point of view and vice-versa. If no parents are available, students can role play them.

Ask the group to volunteer to invite their own parents or their friends' or neighbors' parents who are willing to become involved. Including parents of students younger than high school age will broaden the discussion.

Topics to Trigger Discussion might be:

- Does a family need controls? Why or why not?
- What needs of children are satisfied when parents give them a voice in the establishment and enforcement of controls?

ACTIVITY 6B
"TUNED OUT GENERATION" FILMSTRIP

Available from: Guidance Associates
Pleasantville, N.Y. 10570

This is an activity to help your students clarify their feelings about family controls.

TO THE TEACHER:

The filmstrip activity may be used as an alternative or supplement to the Family Panel. Set the stage for viewing the filmstrip by asking the students how tuning in and out on other people is a way of controlling or attempting to control them. Ask: "How do you tune out your parents? About what? Do they tune you out? About what?"

Before the showing, give the filmstrip guide to one or more students, requesting them to lead the ensuing discussion. Then merge into the class for the viewing. The discussion groups should number no more than ten.

After the showing, have a debriefing. The goal is for the students to focus on how communication operates as a control in their own families, how they feel about it, and what they do about it.

To stimulate individual reflection, one-to-one sharing, or group discussion, ask the following questions:

- What can or do you do at home to bridge the gap between generations?
- Can open discussion lead to better understanding, or do you feel that it only reinforces opposite points of view?
- What would you like most to be able to say to your parents?
- How can you help them tune in on you?
- What can you do to avoid tuning out adults when they are trying to communicate?
- What would happen if everyone tuned the other person out? If there were no communication?
- Why do people tune in or tune out?
- What motivating forces are they trying to satisfy when they tune in or tune out?

ACTIVITY 7 CONFLICT CAPSULE – A FAMILY SCENE

This is an activity to help you role play alternatives to a family control.

To pursue areas of conflict within the family and ways of dealing with them, you may wish to role play the following situation:

"You Must Be Home by Ten."

BACKGROUND

Diana, a high school junior, has been dating only infrequently for the last two years. Her parents would not allow her to date until she was fifteen, and even then they really did not like the idea. For the last three months, she has been dating an older boy whom her parents do not like. He has long hair, and Diana's parents see him as the rebellious type.

For the past month, Diana's parents have insisted that she be home by ten on school nights. Diana has said that she thinks the rule is foolish, but has complied with it until now.

SCENE

Diana enters the house at 1:30 a.m. She was to have been home by 10:00 p.m. Her mother and father are waiting for her in the living room.

CHARACTERS

Diana: An active, lively sixteen-year-old girl, moderately attractive, well-liked high school junior. She has one younger sister, eleven years of age.

Father: A man in the mid-forties who has imposed rather rigid controls on Diana in comparison to the family controls her friends are experiencing. He is quite concerned about "this generation of long haired, bearded adolescents."

Mother: She is a year younger than Diana's father and thinks that her husband may be somewhat rigid with Diana. However, she usually supports what her husband says.

You may want to role play the following situations:

Role play an argument between yourself and a parent. The issue can be whether or not you may go out to meet with friends before completing a household chore assigned to you. Try to get in touch with who controls whom and how. What are the effects of this encounter on the person who controlled the situation and on the one who did not?

OR

The issue can be a disagreement over your hair (boy) or style of dress (girl). Or it might be over what time you get home on weekdays and/or weekends or whether and when you may use the car.

TO THE TEACHER: ACTIVITY 7

Give the students the opportunity to suggest other family conflict situations to role play.

Emphasize that some creative conflict is a normal part of growing up. It is, however, possible to resolve conflicts so that everyone feels that he has won — gotten what he wanted. This is not to be construed as compromise, but as the possibility that people can live together with enough sensitivity to others to meet the needs of everyone.

ACTIVITY 8 FAMILY CONTROLS WRAP-UP

This is a concluding activity to help you clarify your feelings on family controls.

To finish your focus on family controls, develop any of the sentence stems below into a complete thought that expresses how you feel.

Let your thoughts take shape. Where are you now in your thoughts, feelings, and actions about family controls? You may want to look back later with new insights.

A family is____________________

A parent tries to____________________

A teenager thinks____________________

My family to me means____________________

I think my brother or sister____________________

A family shares____________________

In a family____________________

We as a family____________________

As part of this family ____________________

At my house a boss is ____________________

ACTIVITY 8A
GENERATION GAP - A SIMULATION GAME

Available from: Western Publishing Co. Inc.
School and Library Department
850 Third Ave., New York City 10022
$15.00

This is a concluding activity to help students clarify their feelings about family controls.

TO THE TEACHER:

This game focuses on the conflicts that come from trying to exert control in specific family decisions. It takes conflict situations one step further to show how they can be resolved creatively with mutual satisfaction.

Western Publishing describes the game as follows:

> Generation Gap simulates the interaction between a parent and an adolescent son or daughter with respect to certain issues on which they may have opposing attitudes. Conflict is presented within a context of rules which reflect the structure of power and interdependance in the family. The purpose is to generate some understanding of this structure and to shape effective strategies for handling the conflict.
>
> There are five issues, and the child has two behavior alternatives on each issue. One alternative gives the score to the parent, the other gives the score to the teenager. The strength of preference, however, varies from issue to issue. The parent's score is determined exclusively by the teen's behavior (which is indicated by the teen on the playing board); the teenager's score is determined jointly by his own behavior and by parental punishment, if any. Each round of the game starts with a few minutes' discussion between parent and teenager during which they may try to reach agreement on how the teen will behave. On any issue where agreement is not reached, the parent gives an order to the teenager. The teen then selects his behavior; he may violate agreements and/or disobey orders. The parent can, within certain constraints, punish the teenager (subtract points from the teen's score) if disobedience or violations of agreement occur.
>
> Parent and teen do not compete against each other, but parent against parents and teenager against teenagers who are simultaneously playing at other boards.
>
> Though *Generation Gap* is most useful for pre-adolescents and early adolescents, the more complex variations may also be played by late-adolescents and adults.

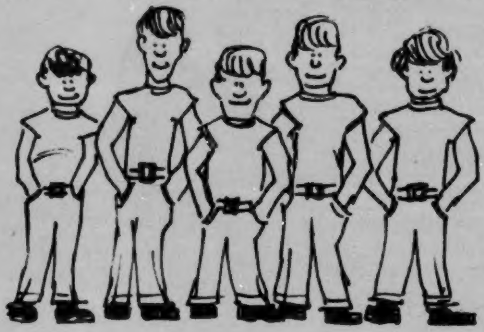
When you use this simulation in your classroom, be sure to include a discussion of the *"Win-Lose and Win-Win Concepts."*

The primary weakness of the game is the philosophy it indirectly implies that teenagers can gain only at the expense of their parents or that parents can gain only at the expense of their teenagers. The game can lead into a valuable discussion of the search for the third alternative - the alternative in which one does not win at the expense of the other, but searches for an alternative that benefits both.

THE PEER GROUP

Peers are people of equal status. In the case of a student, this usually means people of the same age, in the same grade at school, etc. For the purposes of this unit, peers are people who are under the same or similar controls as you are.

Your peers often influence your behavior by telling you (not always in so many words) how to dress and act, where to go, or what to do. Do you belong to any groups? Do they influence or control your actions? If they do, what is your feeling about the control they exert over you?



ACTIVITY 9

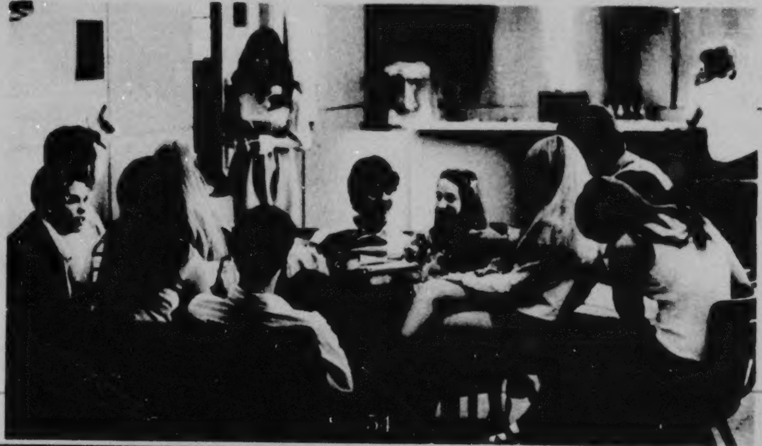
NOT GOING ALONG WITH THE GROUP

This is an activity to help you see how your behavior affects your peers and how their response may influence your feelings about yourself or others.

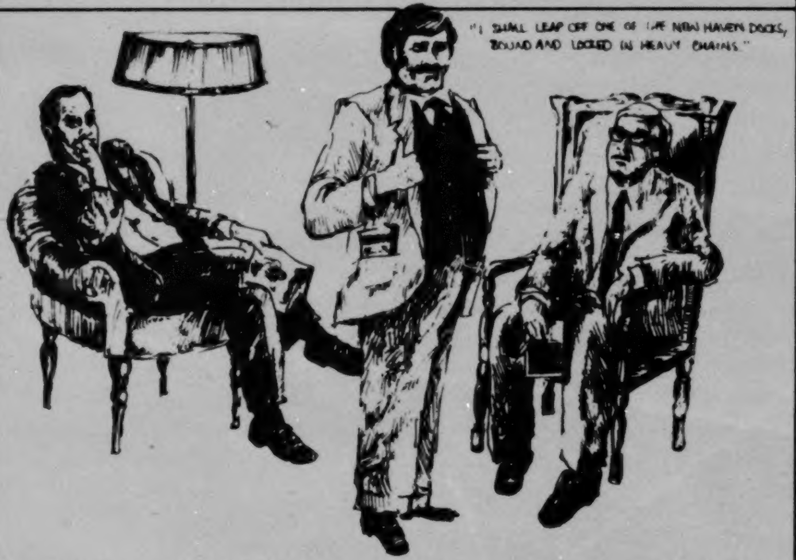
An interesting test of peer controls is to do something for a day that does not conform to the peer-group standards. If you are game enough to try, do something that is different from what your group normally would do. First determine what some of the unwritten rules of your peer group are, and then break one or more of them. For instance, how does your group feel about each other, borrowing, approaching members of the opposite sex, dating (who pays?), how to behave in front of members of an older generation, wearing bobby socks, etc.? For the purposes of this exercise, the class as it is now composed represents your peer group.

At the end of the day, analyze the reactions you got from the peer group.

- How did you feel when you did something that was opposed to the controls of your peer group?
- How did your friends who are not in your class react to your behavior?
- If your friends were upset by your behavior, how did you feel?



ACTIVITY 10 "RUST IN PEACE"


"I SHALL LEAP OFF ONE OF THE NEW HAVEN DOCKS,
BOUND AND LOCKED IN HEAVY CHAINS."

This is an activity to help you see how your friends can influence your behavior.

"The riddle of Harry Houdini is as much a mystery today as it was at the turn of the century when he baffled the experts the world over," said Edgar, pacing thoughtfully into our room.

I flipped another page of *Esquire* and pretended to read. Sometimes when you pretended to read Edgar would go away.

"One time in Germany," continued Edgar in the strong voice we had come to know so well, "the Krupp Munitions works constructed a magnificent pair of handcuffs in the hope of embarrassing the master. They presented the manacles to Houdini and asked if he would care to try his hand at escaping from them." Edgar paused, and fixed us with his beady eyes. "Gentlemen, do you know what happened?"

Sam looked up from his crossword puzzle. "He escaped from them," he said.

"Ah," said Edgar with a smile, "then you have heard the tale. Yes, in a matter of minutes Harry Houdini was a free man. Before their very eyes he was a free man."

"Amazing," said Sam. I turned over another page. I was very careful not to say anything. Sometimes if you kept absolutely quiet, Edgar would go away.

"Now then," said Edgar, putting his hands behind his back and striding to and fro, "many men have attempted to explain this knack that Houdini had for removing his person from theoretically inescapable situations. Locked in dungeons, chained and thrown into ice-bound rivers, padlocked and buried in coffins — many were the situations and many have been the explanations; yet none have been satisfactory. My friends—" Edgar pivoted and looked at us, his face shining with triumph — "my friends, I have at last solved the tantalizing riddle of Harry Houdini."

There was silence for a few moments. Then Sam looked up, a new interest lighting his eyes. "You mean," he asked, "that if we close all the windows and lock the door, that in a matter of minutes you will escape, leaving us alone to brood over your skill?"

Edgar chuckled indulgently. "Oh come, Sam," he said, "that would be child's play. I had in mind something bigger — something that would be a true test."

Sam sighed. "Oh," he said. He went back to his crossword puzzle.

"Don't encourage him," I thought. But my curiosity got the better of me. "Something bigger, eh?" I asked tentatively.

"Precisely," said Edgar happily. "If I could escape from just such as impossible predicament as Houdini himself once did, why, then I'd have proved that I have his secret. Locked, of course, in my brain." He smiled to himself. "Tomorrow," he continued in a businesslike tone, "I shall leap off one of the New Haven docks, bound and locked in heavy chains. I would like you to be my assistants."

Sam was on his feet. "I'd be delighted," he said. "The whole idea has tremendous appeal for me."

"I'll be there, too," I promised.

"Wonderful," said Edgar, clapping his hands. "You two are real friends."

The next day was damp and foggy. We three stood on the dock and looked downward into the cold, muddy water. Edgar stood pensively, weighted down by his heavy chains. It had taken us a good half hour to get them on him. "I am ready," he said simply.

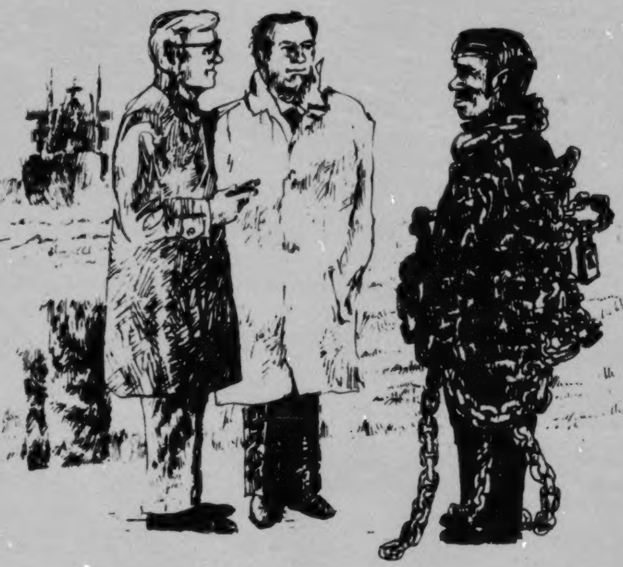
Sam stepped forward eagerly, but Edgar held up his hand. "First," he said, "I must ask you not to breathe a word of this to anyone. It would be especially embarrasing to me should I fail, after all my boasting. It is our secret."

"All right," I said. "But just how do you propose to escape, anyway?" We had put the chains on pretty tight.

"Ah," said Edgar, "that would be telling, wouldn't it?" He paused, and then said gently, "Come, gentlemen, history is waiting."

Sam and I picked him up, and with some difficulty swung him off over the end of the dock. He made a fine splash.

"I AM READY."



TO THE TEACHER: ACTIVITY 10

After the students have finished the first part of "Rust in Peace," have them form three groups of six to eight students each. Each group will take a different character in the story — Edgar, Sam, and J. H. Dole (the narrator). Have each group analyze its character in terms of his needs, resources, and the immediate physical setting that may have influenced his behavior. Some sample questions for each group are:

- What do you think were the motivational forces behind the character's actions?
- What resources did each character use to satisfy his needs?
- Do you think the character considered all the possible alternatives?
- How might the immediate physical setting have influenced his behavior?
- How do you think the story ended for your character?
- To what extent do you think peer controls influenced your character's actions?
- What other controls do you think were exerted on your character?

Have the chairman of each discussion group report to the class on his group's analysis of its character and its projected ending of the story.

Then read the ending of the story and have an open class discussion.

The ending of "Rust in Peace":

Pretty soon some bubbles came to the surface. Then everything was calm. Then there were some more bubbles, and after that nothing happened.

After a while Sam spoke up. "Look," he said, "I've got a ten o'clock I don't want to cut. What do you say we come down here after lunch and see how old Edgar is doing?"

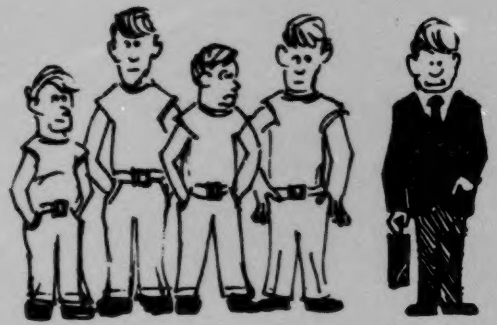
Well, there didn't seem to be much happening there at the dock, so I agreed.

As a matter of fact, we haven't heard from Edgar for some time now. Sam and I go down to the dock every morning just to check up on his progress, but I don't think he's doing very well. Naturally we haven't told anyone what happened. Edgar would want it that way. After all, it's our secret, isn't it? *Yale Record*

ACTIVITY 11 HOW DO YOU FEEL ABOUT PEER CONTROLS?

This is an activity to help you clarify your feelings about peer controls.

Can you express your feelings about peer controls in a creative way? Perhaps you can write a poem about peer control, draw a picture, make a collage, write a song and set it to music, or take pictures of students in situations that show peer control and explain the pictures either orally or in writing. The possibilities are unlimited.



TO THE TEACHER: ACTIVITY 11

To conclude this activity, divide the class into groups of four or five students. Have them share their experiences. Then have each group select a student to participate in an informal panel discussion on the extent to which the peer group affects one's needs and feelings.

ACTIVITY 11A
"FOLLOW THE LEADER" - FILM

23 minutes B/W $135.00
Available from:
Carousel Films, Inc.
1501 Broadway
New York City 10036

This is a film to help your students see how peer controls influence their behavior.

TO THE TEACHER:

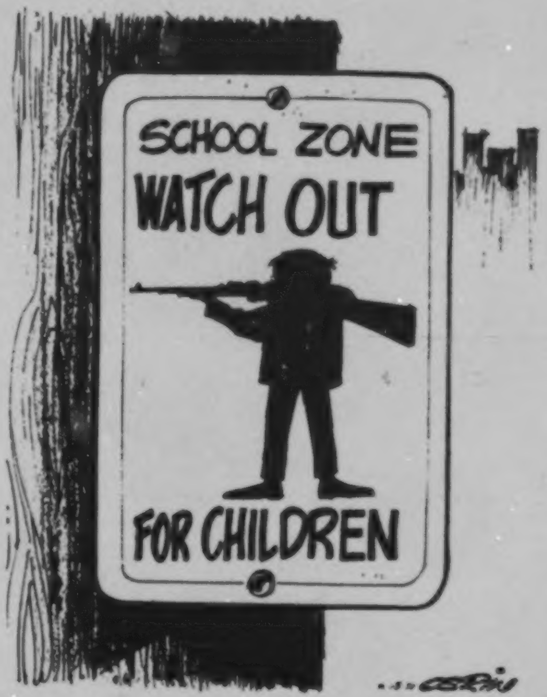
This film is about children who play at war with make-believe guns. Stevie, a young boy, goes to a deserted amusement park in search of privacy and solitude. He is captured by boys playing at war.

As you preview the film, it is advisable to develop some causal questions about the characters and incidents. Try to have the class think of controls on the characters in the film.

Some questions to discuss:

- How do you think Stevie felt when he was surrounded by the other boys?
- What do you think motivated the boys when they ganged up on Stevie?
- Did all the boys in the group have the same needs, or were they trying to satisfy different needs through this game?
- Have you ever played similar games? How did they affect you or your friends' behavior?

THE SCHOOL



The school is an institution that affects all of you. The law requires that you attend school until you reach a certain legal age. Together with the family, the school probably has a significant influence on your life.

In school, there are many sub-groups that can affect you. The school board, administrators, teachers, athletics, and social groups or clubs can play an important part in influencing your behavior.

As you experience the following activities, think about the groups in your school. How do they influence you? How do you influence them?

ACTIVITY 12 HOW SCHOOL GROUPS CONTROL YOU

This is an activity to help you see how school groups can affect you.

First think about how students control each other — how students in general control an individual student's behavior in the school community.

High schools are composed of many different groups of students. Quite likely each group exerts some control over its members. Make a list of all the groups you can think of in your school.

Group	What holds it together?	What controls does it have over other groups?	How do you feel about this group, and how do you act as a result?

THOUGHT STARTER:
"Friendship is like money: easier made than kept." - Samuel Butler

TO THE TEACHER: ACTIVITY 12

After everyone has had a chance to organize his thoughts and feelings on the above reaction list, the students can form small groups to share their conclusions and feelings.

Some of the questions they may want to discuss are:

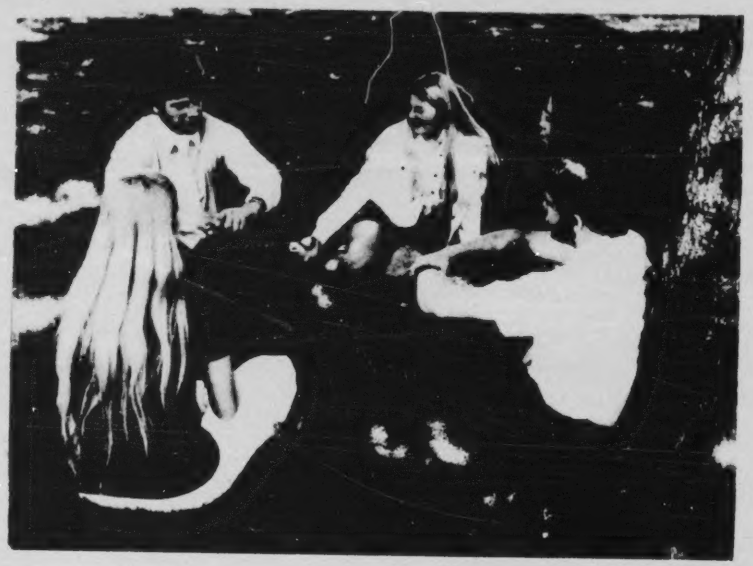
- What leads to conflicts between groups?
- How are these conflicts resolved?
- Are you a member of any of these groups?
- Who determines the rules of behavior for your group?
- How do you feel about the rules in your own group?

ACTIVITY 13 LOOKING AT SCHOOL CONTROLS

This is an activity to help you see how the school's structure affects you.

The controls in school are one of your major concerns. Perhaps you question the need for particular rules or the need for any controls at all. You can form small groups to name the controls that exist in your school, discuss why they were established, how they are enforced, and their effects on you. After reporting to the class, the groups can suggest a new set of rules or controls and present it to the class.

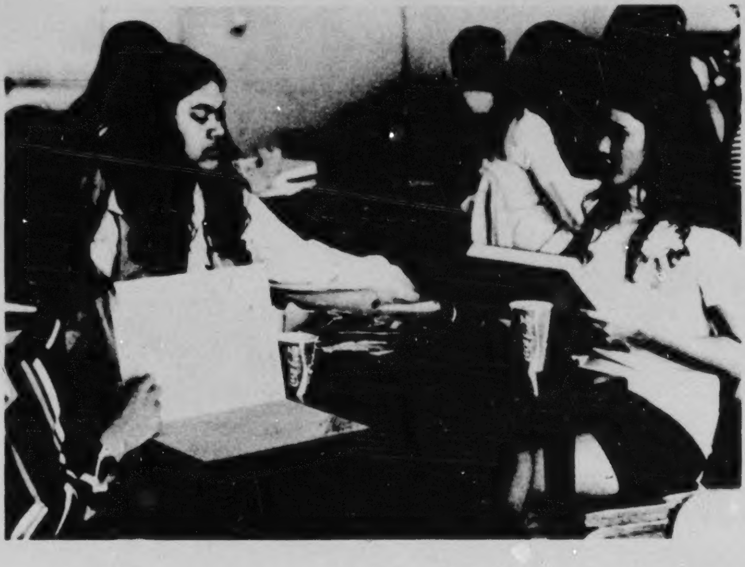
After discussing the controls in your school, invite one of your administrators to talk to the class about how he feels concerning the rules and regulations in your school.



TO THE TEACHER: ACTIVITY 13

At this point you may wish to include discussion and content on student activism and protest as a means of bringing about change in the school community. This type of response to rules and regulations is dealt with in more detail in the "Response" unit.

ACTIVITY 14 SCHOOL MANUAL



This is an activity to help you clarify your feelings about school regulations.

Look at your school handbook, manual, or guidebook. What portion of it is devoted to restrictions — things you cannot do or must do within certain time limits?

For fun, take a negative section and rewrite it in a positive or humorous vein.

In your school, what mechanisms are there to voice your complaints if you feel over-controlled or in need of more control?

TO THE TEACHER: ACTIVITY 14

Think of some rigid controls you could enforce for a day or two in this classroom. For example, all blue-eyed people will stand during class on one day; all brown-eyed people will stand on the second day. Anything a standee has to say to the class must be submitted in writing to a sitter, who will phrase the message in his own words.

Another appropriate activity is "In Group-Out Group." Have five or six students form an "in-group circle" locked arm in arm. Have the group decide what each new student must do in order to join its "in-group circle." Then select students from class who will form an "out group". One at a time, have each student try to join the "in group."

After the class has experienced the controls, discuss them. Some questions the class may try to answer are:

- How did the controls make you feel?
- Did the controls affect your behavior in any way?
- Did such controls bring out any aggressive feelings in you?
- What ideas came to mind when the controls were being enforced?
- Did you act on any of those ideas?

ACTIVITY 15 THE SCHOOL CONTROLLING ITSELF

This is a concluding activity to help you design a school with the "right" number and degree of controls.

List what is involved in

- getting a course changed
- being excused from a class

What controls do students face?

What controls do teachers face?

What controls do administrators face?

Design a school with the "right" number and degree of controls.

State why you have the controls you do.

What would happen if there were no controls at all?

THOUGHT STARTER:
"The fox condemns the trap, not himself." - Blake

TO THE TEACHER: ACTIVITY 15

- After establishing some of the controls that students, teachers, and administrators face, the students can identify the different needs each group may have, the resources they may use, and the different behaviors that may result.
- Have a counselor write a brief statement on the problems he has when students wish to change a class, the controls he faces in his work, and how he responds to those controls. He can also state his ideas on having an ombudsman* in the school.

* An ombudsman is an official appointed to receive and investigate complaints made by individuals against abuses or capricious acts of public offficials.

THE COMMUNITY

CITY
CLEVELAND
HEIGHTS

The one common ingredient that turns any group of people into a community is what they experience in common — interests, rules, laws, rights, regulations, privileges. A community can be made up of a few people who decide to live together and who agree on the basic regulations that they will follow. People are associated with different communities. Think of all the communities in which you are involved.

To what communities do you belong? Are some of them the people in your town, the people with whom you work, and/or the people with whom you are friendly? As you explore the controls on you, answer these questions:

- How do you feel about them?
- How do they affect your behavior?
- What makes up the community?
- What controls does it have?

ACTIVITY 16

THE POLITICAL COMMUNITY

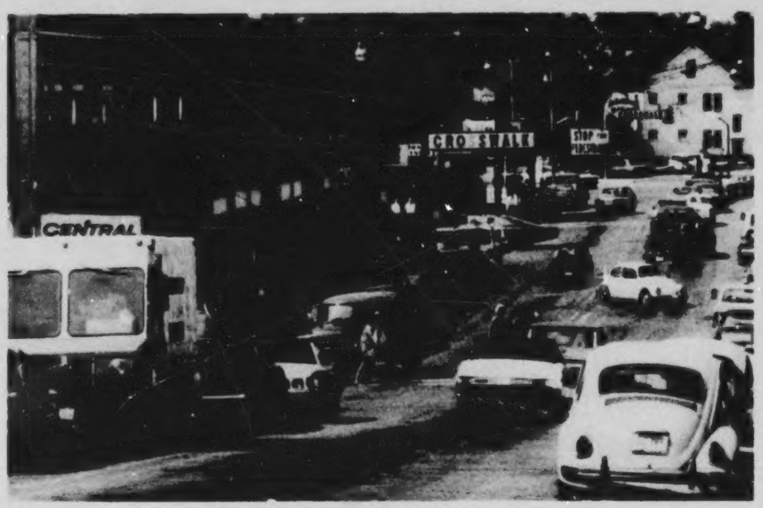
This is an activity for the exchange of ideas about the effectiveness of legal controls in your community.

A political community is a legally defined group of people that has *laws* controlling behavior. You are a member of several political communities; the city, county, state, and nation are the most clearly defined. Each has a set of legal controls.

In American communities, laws are written by representatives of the people, and citizens are expected to obey those laws. This does not mean, however, that every law is accepted by every person or that every law is an effective control on all behavior. Problems do arise, and laws are violated.

In groups of four to six students, consider the reasons people give for violating specific laws.

- Which community laws (either local, state, or federal) do individuals or groups often violate?
- Why do people or groups violate the laws of the community?
- What do you think should be done about laws that are often violated?



TO THE TEACHER: ACTIVITY 16

Each small group should select a political community for consideration. Generally, the smaller the political unit, the greater the personal contact will be.

People violate laws for many reasons. Some people may not know of the law or may not realize that their behavior is in violation of it. Some people may not accept the importance of a law and casually choose to ignore it. Driving 45 miles per hour in a 35-mile zone may be an example. Other people, for example, a thief, a rapist, or a drug pusher, may purposefully choose to violate a law in order to satisfy a need. Finally, some people may choose to violate a law to express opposition to it or because they view the law as unjust and thus not applicable to them.

This final point may be of tremendous significance to some students and may warrant extensive class consideration. Court challenges, civil disobedience, protest demonstrations, riots, and possible civil war are some methods people have chosen to rid themselves of laws they perceived as unjust. When people feel a law is unjust, they often react against the source of that law. Many communities today are still experiencing the effects of the turbulent '60's. The black revolts in Detroit and Watts and the sniper attacks on police; the Democratic Convention riot in Chicago; the Kent State and Jacksonville State deaths; the assassinations of Martin Luther King, Jr., John F. Kennedy, and Robert Kennedy; the Attica Prison revolt; and, more recently, the Indian occupation of Wounded Knee are all tragedies that result when groups feel alienated from or oppressed by the institutions that govern them.

ACTIVITY 17 THE ECONOMIC COMMUNITY

This is an activity to help you identify the kinds of controls that exist within an economic community.

An economic community is a group of people who are financially dependent upon one another. Because of this dependency, each member of the community exerts some control on all the other members.

Economic communities can be very small, consisting of just a few people. A small store owner may need one employee to serve customers. The owner, employee, and customers form an economic community. Each of the three members exerts some control on the other two: the owner pays the employee, the employee serves the customers, and the customers pay the owner.

Economic communities can be very large, incorporating several smaller communities. For example, the auto manufacturers, the steel companies, and the petroleum industry are economic communities, each having executives, workers, and customers. However, taken together, these three groups form a larger economic community; the auto manufacturers buy steel and sell their cars to people, who in turn buy gasoline.

ACTIVITY 18 THE ADULT COMMUNITY

This is an activity that explores some adult controls on adolescent behavior.

By setting up many qualifications, the adult community exercises one of its strongest controls on adolescents, conferring the rights and privileges of full adulthood on those who meet the qualifications.

For example, although a person is legally an adult at eighteen, he is not necessarily recognized *socially* as a *full adult* at that age.

- If an eighteen-year-old and a twenty-three year-old apply for the same job, the age difference is likely to be of greater significance than if the applicants were twenty-eight and thirty-three years of age, respectively.

- The early years of legal adulthood are given titles to keep them separate from full adulthood. The terms "youth" and "young adult" often mean more than mere physical age.
- A person under thirty may be introduced with such statements as "This *young* man is. . ." or "This *young* woman is. . ." However, you seldom hear introductions such as "This middle-aged man is. . ." or "This old woman is. . ." Store clerks or salesmen commonly say, "Can I help you, *son*?" or "Will someone wait on this *girl*?" If a person under thirty has a physical appearance that is obviously young, why do older people so often feel compelled to verbally emphasize it?

You may find that you are recognized as an adult before someone else who is older in years. However, you may also find that someone younger in years is recognized as an adult before you are. Age is only one qualification for full adulthood.

- What are the qualifications for "full" adulthood?
- Is your behavior now planned so you will pass the qualifications for adulthood, or do you reject part or all of this kind of control?
- Do you think there are just reasons for reserving some rights and privileges for full adulthood?
- Unlike some other cultures, American society often takes away some adult rights and privileges from the very old. What are the reasons for this kind of control?
- Do you think there is any significance to the way some people affectionately refer to senior citizens as "kids" or to middle-aged people as "the girls" and "the boys"? In the apparent desire of many older people to appear young, can you identify a basis for the youth community's influencing the adult community?

TO THE TEACHER: ACTIVITY 17

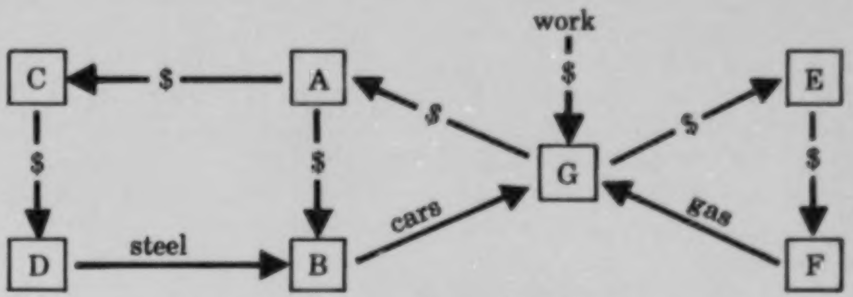
The class should form seven groups of equal size.

- Group A will be the executives of the auto manufacturers.
- Group B (located near Group A in the classroom) will be the auto workers.
- Group C will be the steel executives.
- Group D (near Group C) will be the steel workers.
- Group E will be the petroleum executives.
- Group F (near Group E) will be the petroleum workers.

In reality, all of these people are buyers of their own products. However, to avoid confusion, assume that the final consumers are not members of the first six groups.

Therefore, Group G will be all of the people who buy the cars and gasoline and who earn money at other kinds of work.

At the start of the game, all is in balance.



Now, to illustrate the kinds of controls that are found within an economic structure, *one* variable should be inserted into the community.

Example: There is a fuel shortage so that Group F is unable to meet the demand of Group G.

Each group is to readjust its relationships with other groups so that balance is restored. Do not introduce a new variable until the class resolves the preceding one. When a total impasse occurs, the Supreme Court (the teacher) may break the deadlock.

Other variables may include:

- The federal government requires Group A to design and install expensive pollution control devices.
- Group D goes on strike for higher wages. Consider the temporary adjustments during an extended strike and then the final adjustments when wages are increased in the settlement.
- Group G becomes strongly attracted to a new imported car.
- Group E adopts a drive to increase profits for its stock holders.

At the conclusion of this activity, the students should consider the following questions in a class discussion:

- When and if such economic variables are actually introduced into the auto-steel-petroleum community, in what ways will you be affected personally?
- Is there any portion of American society that would not be affected by economic variables in this or any other major economic community?
- Very small groups often can exert powerful economic control over the whole society. In what ways and to what extent do you believe economic controls should be exercised?

TO THE TEACHER: ACTIVITY 18

Film: "Pull the House Down"
Carousel Films, Inc.
1501 Broadway
New York, New York 10036

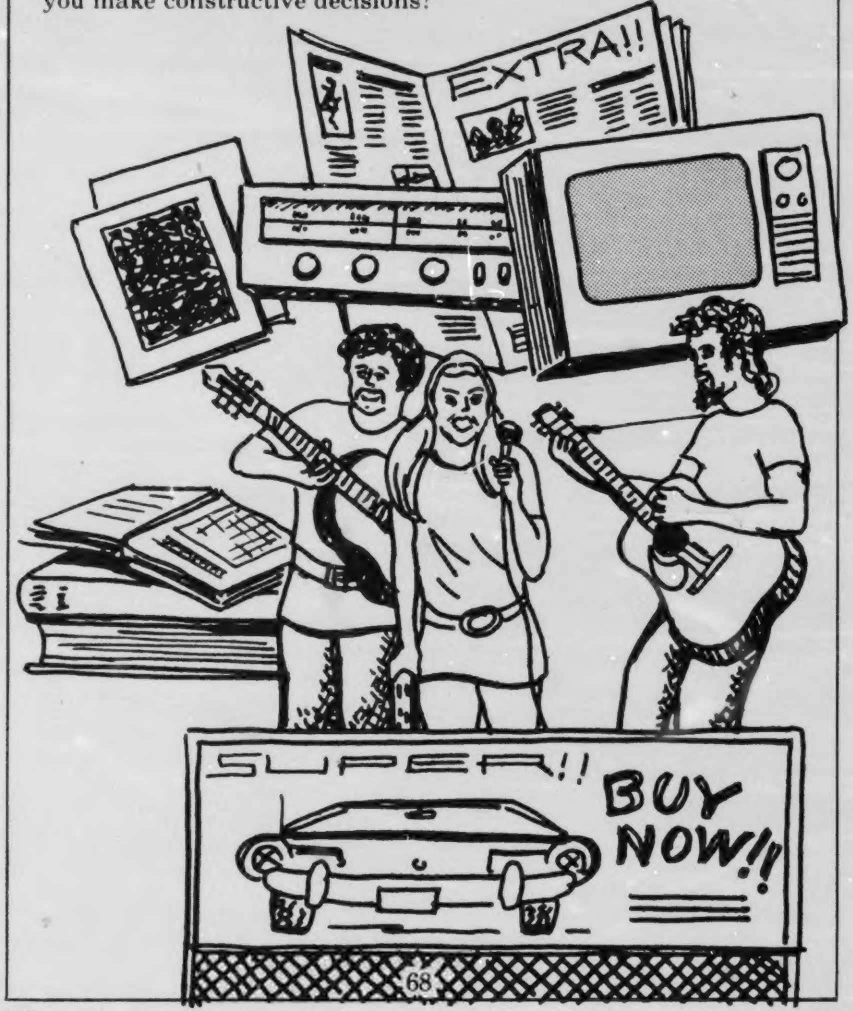
This film may be used to stimulate class discussion about the kinds of control the adult community and the youth community experience during confrontation. The following is a description from the Carousel catalogue:

A battle flares across the no-man's land of the generation gap and weapons prevail instead of words. Youth statement here is that they have a right to live. This is a reflective, profound dialogue between two men of conviction - Harry Reasoner and son, Stewart. They range over such diverse topics as drugs, racism, greed, sex, campus revolt and the war in Vietnam.

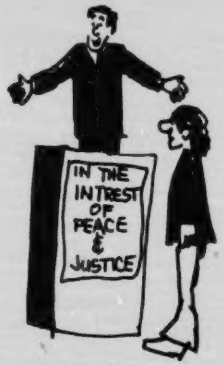
Rock Music: The Doors, Jefferson Airplane, John Sebastian
Color $375.
B/W $225.
38 mins.

MASS MEDIA

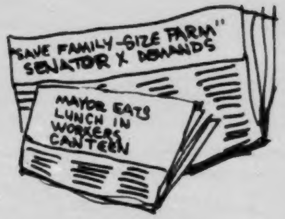
Television, radio, the newspaper, books, and a multitude of other sights and sounds are potentially capable of controlling your behavior. Mass media may use advertising to stimulate needs and wants, or individuals or pressure groups may use it to try to shape your opinions, attitudes, values, and beliefs. How much does the mass media control you? How can you use the mass media to help you make constructive decisions?


EXTRA!!
SUPER!!
BUY NOW!!

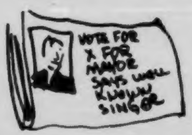
HOW PROPAGANDA SWAYS OPINION


IN THE INTREST OF PEACE & JUSTICE

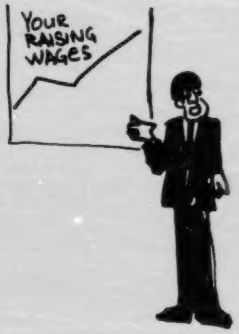
GLITTERING GENERALITIES


"SAVE FAMILY-SIZE FARM" SENATOR X DEMANDS
MAYOR EATS LUNCH IN WORKERS CANTEEN

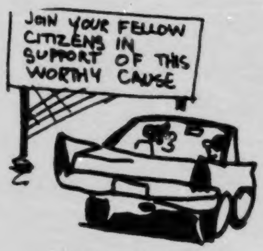
PLAIN FOLKS


VOTE FOR X FOR MAYOR SAYS WELL KNOWN SINGER

TESTIMONIALS


YOUR RAISING WAGES

CARD STACKING


JOIN YOUR FELLOW CITIZENS IN SUPPORT OF THIS WORTHY CAUSE

BAND WAGON

ACTIVITY 19 EDITING THE NEWS

This is an activity to help you see how different media edit the news.

Find a newspaper account of a national news event. Tape or write a radio news account of it. Quite likely television will condense it even more than you do. Tape or write a television news account of the event. Finally, write or find an editorial about it.

- What do you notice about how the various media handle news?
- How is the editorial different from the news story, the radio account, and the television report?
- What conclusions can you now draw about how the different media exercise control?

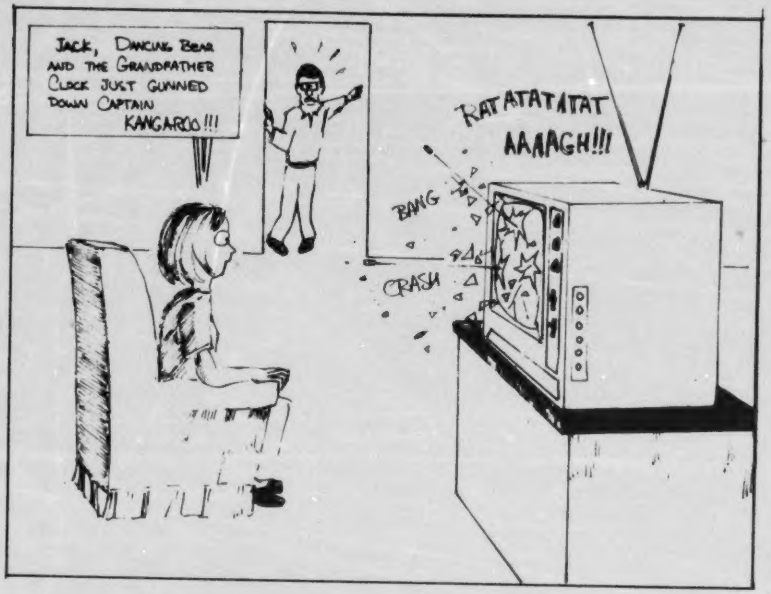
ACTIVITY 20 VIOLENCE ON TELEVISION

This is an activity to help you clarify your feelings about how television affects behavior.

Dr. Jesse L. Steinfeld, Surgeon General of the United States from December 1969 to January 1973, reported the following recent findings:

- Each day more than 40 million children ages 2-11 watch television for an average of 3½ hours. By the time a child reaches age 12, he will have watched more than 13,500 hours of television, more than double the time he will spend in the class room.
- The University of North Carolina Child Development Center recently paired 10 preschoolers with similar television viewing and play habits. The children who viewed violent television programs were considerably more aggressive and hostile.

- A Pennsylvania State University study reports that among a kindergarten class of 92 students divided into three groups, those students exposed to violent television programming showed a significant increase in attacks on playmates.
- Dr. Robert M. Liebert, State University of New York psychologist, reports: "We have impressive evidence that watching television violence causes a significant increase in aggressive behavior."
  - How do you think television violence has affected your behavior?
  - How do you feel about violence on television?
  - What have you done about your feelings?


JACK, DANCING BEAR AND THE GRANDFATHER CLOCK JUST GUNNED DOWN CAPTAIN KANGAROO!!!
RATATATATATAT
AAAAGH!!!
BANG
CRASH

TO THE TEACHER: ACTIVITY 19

This activity has been developed to help students realize how the media is able to influence our feelings and opinions. You may want to divide the class into groups to discuss their experiences or ask for volunteers to discuss their experiences before the class.

P.S. *Mad Magazine* and *National Lampoon* often humorously compare the styles of various publications.

ACTIVITY 21 MEDIA DEBATE

This is an activity to help you clarify your feelings about media controls.

Arrange a debate involving four students, two to represent the media executives and two the Federal Communications Commission. The FCC members argue that the media uses unethical methods to exert control over the buying habits of consumers. The executives from the media argue they do not.

ACTIVITY 22 TELEVISION POLL

This is an activity to help you see how advertising affects television programming.

Record the schedule of television programs from 8 a.m. to 11 p.m. on a particular channel. List the time of the program, its name, and some of the products advertised.

Example:

8 a.m.	"Captain Andy"	toys Crunchy Cereal
9 a.m.	"Slender Ella"	Diet Delite

As the day progresses, look for trends in the types of programs being broadcast and the products being advertised. Note who sponsors programs during prime time (7-11 p.m.) and toward what market they are directing their efforts. How much does prime time cost? Get a copy of Standard Rate and Data Service and see how much these commercials cost. To what degree do you think the program schedule and sponsors control you?

TO THE TEACHER: ACTIVITY 21

The debaters should try to maintain the positions they represent. You may want to instruct the class on preparing questions that will help the debaters understand their feelings and attitudes on the issues involved — in other words, clarify their values.

TO THE TEACHER: ACTIVITY 22

This activity was developed to help students realize how the media influence our opinions and attitudes. As a debriefing activity, you can divide the class into groups or ask for volunteers to discuss their investigations. At the end of the debriefing the class can do some value-clarifying, such as "I learned, or I was surprised that..."

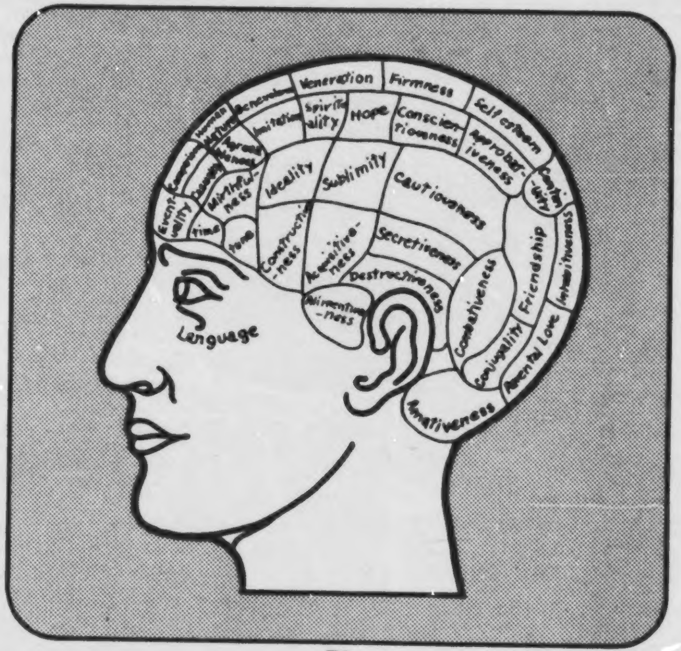
INNER CONTROLS—THE EFFECT OF OUTER CONTROLS ON ME

Naturally, a very important control over you is yourself. Whether or not you are aware of it, you do many things each day to restrict or inhibit your own behavior.

A great deal of your *inner control* (or conscience, if you wish) was gained from your experience with the outer sources already mentioned — family, school, community.

Think about your inner controls. Try to remember some slogans or expressions by which you live and where they came from. For example:

- Cleanliness is next to godliness.
- Do unto others before they do unto you.
- I'll burn that bridge when I cross it.
- Haste makes waste.


Veneration
Firmness
Self esteem
Spirituality
Hope
Conscientiousness
Approbativeness
Imitation
Benevolence
Human Nature
Ideality
Sublimity
Cautiousness
Mirthfulness
Eventuality
Time
Tune
Constructiveness
Acquisitiveness
Secretiveness
Destructiveness
Alimentiveness
Combativeness
Friendship
Inhabitiveness
Conjugality
Parental Love
Amativeness
Language

ACTIVITY 23

BOSSY PERSON ROLE PLAY OR DIALOGUE WITH MYSELF

This is a concluding activity to help you see how you control yourself.

Role play the bossiest person you can think of. You be that person and make certain the class members do what you want them to do. Pay attention to the motions and gestures that go with bossy actions.

OR

Be your own boss and tell yourself how to straighten out or what to do.

THOUGHT STARTER:
"Men are not punished for their sins, but by them." - E. Hubbard

THOUGHT STARTER:
"When a man eats his words, that's recycling." - Frank A. Clark

TO THE TEACHER: ACTIVITY 23

One way to handle this activity is to seek volunteers. Have each member of the class write a description of "The Bossiest Person I Know." After each role play, have the class discuss what it was like to be controlled by that person.

- How did the class deal with that control?
- Do any of the students know anyone who is really like that?
- What may be some of the unmet needs of a person who acts like that?
- What other resources could that person develop?

ACTIVITY 24 LOG ON MYSELF

This is a concluding activity to help you see how you control yourself.

For one day, keep a log of all the ways you stop yourself. Make a sheet, as follows:

I did not

---

eat a chocolate sundae
ride home with Sam
smoke more than three cigarettes
buy ________
speak up in ____________'s class

Because (reason I gave myself at the time)

---

of my diet
I'm mad at him; I wanted to walk.
I'm trying to quit.
I'm saving. I'm broke.
the bell rang; I was chicken.

THOUGHT STARTER:
"One's real life is often the life that one does not lead." - Wilde

TO THE TEACHER: ACTIVITY 24

This activity was designed to help students realize how the various outer and inner controls affect their behavior. As a debriefing activity, you can ask questions such as:

- What control seemed to block you most often (money, family, peer group, religion)?
- How do you feel about these controls?
- How often do you meet these controls?
- To what extent are these controls self-imposed?
- To what extent are these controls needed?

ACTIVITY 25 DENTAL AGGRESSION

This is a concluding activity to help you see how one might accept outer controls.

Pay attention to yourself while you are eating. Do you chew your food well, or do you give a couple of token chews and then swallow the rest whole? Try to keep your mind on your eating. When your mind wanders, where do you go?

At any one meal during the day, take a single bit of food and chew it to liquidity. Notice yourself doing this. What are your reactions?

The ways you take in real food and mental food may be related. Mental food includes orders, rules, instructions, etc. See if this exercise tells you anything about how you take orders — how you respond to controls. If you do not get anything out of the experience the first time you try it, wait a day or so and try it again.

ACTIVITY 26 BOARD OF DIRECTORS — WHO'S ON MINE?

This is a concluding activity to help you see who controls you.

To help you become more aware of the people who influence you:

1. Draw a rectangle.
2. This represents the board of directors of your company. The company is you. The persons whose ideas have influenced you the most are the board of directors.
3. List all the people who sit on your board of directors, that is, who have influenced you the most and whose ideas you would call upon in making major decisions. These people can be living or dead, nearby or far away, young or old, etc.
4. Put a C next to the person who is chairman of your board.
5. Rank order your board from the strongest member (#1) to the weakest.
6. Put an E next to the person you would most like to retire from the board.
7. Put a K next to the people you would like to keep.

8. At the bottom of the page, put the names of anyone who is on your waiting list to join your board.
9. Put a D next to all who are deceased.
10. Put an M next to all whom you have met.
11. Put a W next to all whom you see or talk to at least once a week.
12. Think of some major decision you have made in the last month. Write this decision at the bottom of the page. Put a check mark next to all the persons on your board whom you consulted in making that decision.
13. Put a 5 next to all the persons who were on your board five years ago.
14. At the bottom of the page, list any persons on whose board of directors you sit.
15. Think of a decision that you now are considering. At the bottom of the page list any outside consultants with whom you would want to talk over your problem.

Look over what you have written about your board of directors. Prepare your "company report" by making some "I learned" statements, such as:

- I learned that...
- I was surprised that...
- I got in touch with...

TO THE TEACHER: ACTIVITY 25

This seemingly silly exercise is an important key to introjects — the things we took in as children, swallowed whole, and never digested and assimilated. We all have many of them. An example is "Always wash your hands before dinner."

The washing of hands could be the result of a person's having thought through the process and seeing its value. Or it could be the result of unquestioning obedience to a parent.

This exercise should help make students a little more aware of how many of their inner controls are merely mentally undigested chunks of some outer control.

TO THE TEACHER: ACTIVITY 26

Since this exercise will be repeated, collect and save the students' papers so they can be compared with later ones.

ACTIVITY 26 A EVALUATING MY CONTROLS

This is a concluding activity to help your students evaluate themselves according to the objectives of this unit.

TO THE TEACHER:

Have your students turn to the objectives for this unit. Each student should write his response to each objective in his "Notes to Myself." Allow about fifteen minutes for this activity. It is helpful to periodically check with your students on the progress they are making in their notebooks.

A class discussion of the responses will give you some indication of how well your students have accomplished the objectives of this unit.

If one or more students indicate that they have not accomplished the objectives, you should discover the source(s) of the problem through individual or group discussion. It may be necessary to repeat some activities or develop new ones before proceeding to the next unit.

IN CONCLUSION

This is a review of some of the ideas that were presented in the Controls Unit. There are many ways that a person can study controls. The causal approach was used because every control has both causes and consequences for yourself and others.

A control was defined as a form of restraint that directs a person to do a certain thing. There are two basic controls over you, *inner* and *outer. Inner controls* are self-imposed restraints on your behavior, like your values or conscience. *Outer controls* are restraints on your behavior from outside forces like the family, peers, or the community.

Five areas of control were discussed in this unit - the family, the peer group, the school, the community, and mass media. Some of these groups may have a strong influence over your behavior. As a member of these groups, you also influence their behavior.

The purpose of this unit was to help you become more aware of controls around you, how they affect you, and how you affect them. It is hoped that you will accept and use controls that best recognize the human worth of both yourself and others.

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Controls

Brown, George Isaac. *Human Teaching for Human Learning.* New York: Viking Press, 1971.

This book refers to a philosophy and a process of teaching and learning in which affective or emotional aspects of learning flow together with the cognitive or intellectual functions. It is the beginning of a serious attempt to renew one of the oldest traditions in Western education in a human society now being pulverized by a growing dehumanization. Dr. Brown provides the raw materials for creative change in education appropriate to the present time.

Fowles, John. *The Collector.* Boston: Little, Brown, 1963.

A story of a boy who collects butterflies and decides to go on to bigger things — girls. He kidnaps a girl off the street and takes her to a lonely house, where he imprisons her for the sheer sake of holding her captive. From there the story revolves around their interchange and its results.

Frankl, Victor. *Man's Search for Meaning.* New York: Simon and Schuster, 1970.

Frankl relates his experiences in a concentration camp during World War II. He tries to show that the difference between those who somehow survived and those who willingly went to the gas chamber had a great deal to do with their values, their ability to adjust, how they viewed uncomfortable circumstances, and what inner strengths they had to draw on. He also discusses what he calls logotherapy, which is concerned with the nature and cure of neuroses. He traces some neuroses to failure to find meaning and a sense of responsibility in one's existence.

Glasser, William. *Reality Therapy.* New York: Harper and Row, 1965.

Reality therapy is a therapeutic approach that requires an intense personal involvement to face reality, reject irresponsible behavior, and learn better ways to behave. Glasser feels that all humans try to fulfill the two essential needs: to love and to be loved, and to feel worthwhile. When we are unable to fulfill these needs, we are irresponsible. Glasser refuses to allow the past of a person to be used as an excuse for present irresponsibility. Morality and discipline have a definite place in this reality therapy.

Glasser, William. *Schools without Failure.* New York: Harper and Row, 1965.

This book applies Glasser's theories of reality therapy to contemporary education. While he does not minimize social conditions, he maintains that faulty education is the main cause of school failure. The author has many specific ideas on reaching negatively oriented children. Among other things, he suggests the use of the class as a counseling group which spends time developing social responsibility to solve behavioral and educational problems within the class so that outside help is rarely needed.

Gilbreth, Frank Bunker. *Cheaper by the Dozen.* New York: Watts, 1968.

This is about a family with twelve children and their experiences of growing up. It discusses the necessity of understanding each other's needs in a close contact situation and how the Gilbreths do it as a family.

Golding, William Gerald. *Lord of the Flies.* New York: Odyssey Press, 1963.

This book deals with school boys who are lost on a desert island while flying home from a private school for the holidays. The author describes how they regress to a primitive savage stage as they discover that the fruit of the island is not nearly as appealing as hunting for wild pigs. The book bears out Golding's theory that without the controlling effects of society, man would quickly revert to the savage state.

Griffin, John Howard. *Black Like Me.* New York: The New American Library, Inc., 1960.

This is an easy-to-read book about how Griffin put on a kind of "permanent" dye, masqueraded as a black man, and noted people's reactions to him. He then let the dye wear off and contrasted people's reactions to him as a white man. The book is a first-hand account of prejudice at work and the devastating effects it has on those against whom it is directed. It also points out the closeness and sense of soul brotherhood that the Negro has gained from being discriminated against.

Harris, Thomas Anthony. *I'm OK — You're OK.* New York: Harper and Row, 1969.

This is a book on transactional analysis, which discusses the idea of accepting people as being OK wherever they are and then working with them to expand their alternative actions.

Holt, John Caldwell. *How Children Fail.* New York: Pitman, 1964.

This book records a teacher's search for the answers to the questions about how children fail. He analyzes the strategies children use to meet the demands made on them, the effects of fear and failure on them, the distinction between real and apparent learning, and the way schools fail to meet their needs. He concludes with pointing out ways in which teachers and parents can make children's daily experiences in school and at home more meaningful.

Holt, John Caldwell. *How Children Learn.* New York: Pitman, 1964.

In this book, Holt proves that we can eliminate failure for children. Children have a natural style for learning, which is warped or destroyed by later learning. He gives vivid examples of this innate drive to learn from his years of experience and his sensitive and perceptive observation. He challenges the reader to reevaluate his knowledge of the young and reconsider his standards of educating and training them.

Hunter, Evan. *The Blackboard Jungle.* New York: Simon and Schuster, 1954.

This book is about the frustrations a male middle-class teacher experiences when he tries to teach in an inner-city school and relate to children of a totally different socio-economic background. The administration is supportive of what he is trying to do, but he has many difficulties.

Kaufman, Bel. *Up the Down Staircase.* Englewood Cliffs, New Jersey: Prentice Hall, 1964.

This book is critical of the inner-city school system and its misdirection of students. It shows how the system expects teachers to perform police functions rather than to teach and how one particular teacher tries hard to use varied teaching techniques and to motivate her pupils. She meets resistance from the administration when she tries enrichment activities. The author is critical of the administration, which shows little or no awareness of the needs of the teachers or the students.

Kesey, Ken. *One Flew over the Cuckoo's Nest.* New York: The New American Library, Inc., 1960.

This best seller is about a man named McMurphy who gets tired of weeding peas at a penal farm and decides to fake insanity for a chance at the softer life at a mental institution. However, he gets more than he bargained for. He is committed to the care of Big Nurse — a full-blown tyrant who rules over her charges with chilling authority. He attempts a one-man campaign to render her powerless.

Kolb, Ken. *Getting Straight.* Philadelphia: Chilton Books, 1967.

This is an excellent and humorous piece about a man who is trying to get himself straightened out. Even though he is messed up, he can see the ludicrousness and humor around him on a university campus.

Kozol, Jonathan. *Death at an Early Age.* New York: Bantam Books, 1970.

Kozol relates his own experiences teaching in a ghetto school in Boston. He feels strongly that the injustices and depredations of the Boston school system compelled the students and the teachers to regard themselves with something less than the dignity and respect of human beings. Quite readable for students, the story touches on school controls.

Leonard, George Burr. *Education and Ecstasy.* New York: Delacorte Press, 1968.

Based on his detailed knowledge of advanced innovative schools, brain-research laboratories, and experimental communities, the author shows how the ordinary classroom is designed to stop a child's spectacular learning career as speedily and effectively as possible. He dramatically portrays the very real frustration and disillusionment of the young student, the teacher, and the parents. He then explains how the present classroom trap can be broken.

Lindner, Robert. *Must You Conform?* Grove Press, Inc., 1956.

This is a series of brilliant essays, unified by their common attempt to formulate and answer the problem of conformity. The author examines the demon of conformity as a demand set up by the frightened men, the unfree men, the men George Orwell said would triumph by 1984. He probes deeply into the sensitive areas of modern life by drawing his material from the men and women in his experience who have grown "sick-minded" trying to be true to themselves in an era of rigid attitudes and senseless pressures.

McLuhan, Marshall. *Understanding Media.* New York: The New American Library, Inc. 1964.

This is a new approach to the relations of man and his technologies and a radically fresh concept of our electronic world. McLuhan sees all of our new technologies as extensions of our senses, and examines the implications they hold for the very nature of human society. McLuhan calls for new patterns of thought to cope with new realities both creatively and fruitfully. The book is a shrewd analysis of the hidden implications of every form of communication and every extension of ourselves in time and space.

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This book reveals the human race through the unemotional eyes of a zoologist, exposing it in a completely new light. The revelations are startling, controversial, and thought provoking. The overcrowding of our cities is shown as a threat to our welfare as a species, and smiling is seen as a tool by which an infant and his mother reassure each other that their aggressiveness toward each other is harmless.

Mann, Thomas. *Buddenbrooks.* New York: Vintage, 1970.

In this story Mann writes of four generations of a wealthy burgher family of North Germany - a picture of middle-class life of births, marriages, divorces, deaths, commercial success, failures, etc. All goes well with the Buddenbrooks while they follow their instincts, but downfall comes when they are touched by modern influences which are at variance with their own traditions.

Maugham, William Somerset. *Of Human Bondage.* New York: Vintage, 1971.

This is the intensely personal story of the first thirty years of Philip Carey's life. The reader suffers with the sensitive boy the bitter realization of his physical handicap, enjoys his friendships, and shares his problems. Through the book, the reader realizes that if one has lived thoroughly, life has a meaning and a pattern which is very rich, though at times unsymmetrical.

Packard, Vance. *The Hidden Persuaders.* New York: Pocket Books, 1957.

This book deals with advertising schemes that influence people to buy certain products and the propaganda techniques that government, business, and individuals use to sway public opinion. The author wants to make people aware of these schemes and techniques and consider them when they make decisions.

Sands, Bill. *My Shadow Ran Fast.* New York: The New American Library, Inc., 1964.

This is a story of a frightened, bluffing youngster who was headed for a career of crime and eventually the gas chamber. It describes Bill Sands' life as he grew up in a home lacking in love, understanding, religion, directions, and discipline and eventually took the road of least resistance.

Silberman, Charles, E. *Crisis in the Classroom.* New York: Random House, 1970.

This is an indictment of all levels of education in the United States. The author is concerned with education and equality and docility. He presents suggestions for changes in primary and secondary schools and shows the need for reform in higher education, teacher education in particular.

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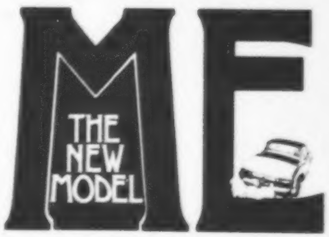
This is Wolfe's assessment of status and status-seekers. Much of the book deals with a surprising phenomenon in contemporary life: a determined retreat from conventional social heirarchies and a movement to start new leagues, for example, of surfers and motorcyclists. Wolfe shows modern man at his best, his worst, and his funniest.

UNIT 3



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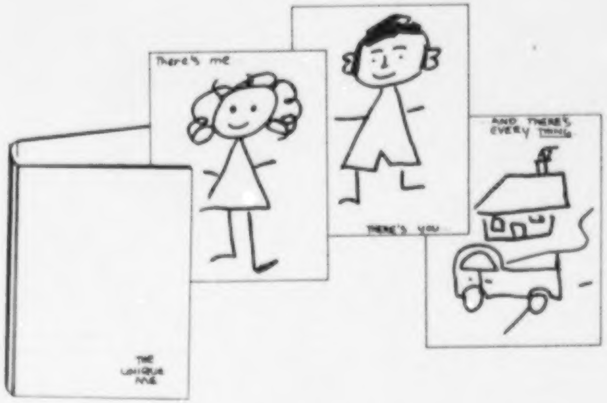
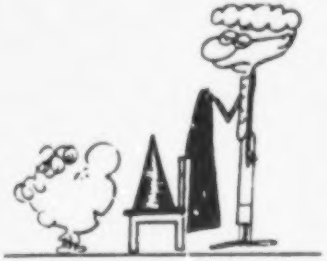
*Indented items appear only in the Teacher Manual.

WHY STUDY THE REAL SELF?





How often have you asked yourself: Who am I? Why am I here? What do I want? Such questions indicate a deep personal need to discover one's self.

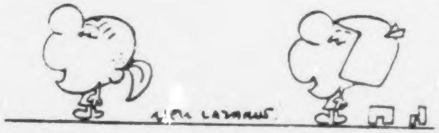
What is the *real self*? Obviously, each person is more than a walking, talking body with a name. Each individual has feelings, wants, ideas and abilities that are as much a part of self as body and name. A significant part of the *real self* is the collection of ideas one has about himself. There are as many ideas as there are people, because each person is unique. Each interprets differently the qualities of his *real self*.

The self has many parts. This unit will deal with personal resources. They include the attitudes, feelings, skills, and experiences that people use in making decisions.

The purpose of this unit is to help you become more fully aware of and esteem the unique personal resources that help your *real self* grow.

Write down your feelings about and reactions to the ideas and activities in this unit in "Notes to Myself."

OBJECTIVES



At the end of this unit you should be able to:

1. State three of your resources that you were not aware of before you worked with this unit.
2. Identify one of your unique resources that helps you to grow.
3. Explain why you esteem that unique resource.

"There is no fixed, true and real person inside of you or me, precisely because *being a person* necessarily implies *becoming a person, being in process.* If I am anything as a person it is what I

think
judge
feel
value
honor
esteem
love
hate
fear
desire
hope for
believe in
and
am committed to."

From *why am i afraid to tell you who i am?*
John Powell, S.J.

ACTIVITY 1 HOW I FEEL ABOUT MYSELF

This is an activity to help you become aware of your unique resources.

Each statement below describes a feeling you may have about yourself. Write each statement and your response to it in "Notes to Myself."

	Not at all	Not very often	Some of the time	Most of the time	All of the time
I am friendly.	1	2	3	4	5
I am happy.	1	2	3	4	5
I am kind.	1	2	3	4	5
I am brave.	1	2	3	4	5
I am honest.	1	2	3	4	5
I am likeable.	1	2	3	4	5
I am trusted.	1	2	3	4	5
I am good.	1	2	3	4	5
I am proud.	1	2	3	4	5
I am lazy.	1	2	3	4	5
I am loyal.	1	2	3	4	5
I am cooperative.	1	2	3	4	5
I am cheerful.	1	2	3	4	5
I am thoughtful.	1	2	3	4	5
I am popular.	1	2	3	4	5
I am courteous.	1	2	3	4	5
I am jealous.	1	2	3	4	5
I am obedient.	1	2	3	4	5
I am polite.	1	2	3	4	5
I am bashful.	1	2	3	4	5
I am clean.	1	2	3	4	5
I am helpful.	1	2	3	4	5

TO THE TEACHER: ACTIVITY 1

This activity is repeated in the final unit. Be sure to remind the students to keep all of their "Notes to Myself" for subsequent review.

ACTIVITY 2 WHAT I WANT TO BE LIKE

This is an activity to help you set goals for yourself.

Each statement below describes a goal that you may want to set. Write each statement and your response to it in "Notes to Myself."

	Not at all	Not very often	Some of the time	Most of the time	All of the time
I would like to be friendly.	1	2	3	4	5
I would like to be happy.	1	2	3	4	5
I would like to be kind.	1	2	3	4	5
I would like to be brave.	1	2	3	4	5
I would like to be honest.	1	2	3	4	5
I would like to be likeable.	1	2	3	4	5
I would like to be trusted.	1	2	3	4	5
I would like to be good.	1	2	3	4	5
I would like to be proud.	1	2	3	4	5
I would like to be lazy.	1	2	3	4	5
I would like to be loyal.	1	2	3	4	5
I would like to be cooperative.	1	2	3	4	5
I would like to be cheerful.	1	2	3	4	5
I would like to be thoughtful.	1	2	3	4	5
I would like to be popular.	1	2	3	4	5
I would like to be courteous.	1	2	3	4	5
I would like to be jealous.	1	2	3	4	5
I would like to be obedient.	1	2	3	4	5
I would like to be polite.	1	2	3	4	5
I would like to be bashful.	1	2	3	4	5
I would like to be clean.	1	2	3	4	5
I would like to be helpful.	1	2	3	4	5

TO THE TEACHER: ACTIVITY 2

This activity is repeated in the final unit. Be sure to remind the students to keep all of their "Notes to Myself" for subsequent review.

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ACTIVITY 3 THE REAL SELF

This is an activity to help you define the term *real self.*

A study of the real self can be approached in two ways:

- You are a human being. Thus, a very significant part of your real self is the motivations and needs that you have in common with all humans. This is your basic human character, which we call the *nature of man.*
- You are an individual. Thus, a very significant part of your real self is the personal resources that separate you from all other humans. We call them your *individual uniqueness.*

The first approach is an examination of the human motivations and needs that you share with all persons. An initial study of these needs and motivating forces was included in Unit I.

The second approach, your individual uniqueness, is the prime focus of this unit. You have specific personal resources that make your real self unlike that of any other person. This is fact, not theory. Through the activities of the unit, it is hoped that as you grow in *awareness* of your *uniqueness,* you will develop increased *esteem* for your real self.

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TO THE TEACHER: ACTIVITY 3

Your students may enjoy an exercise in theories of psychology. The plural "theories" is used because the causal approach to behavior adopted by this program is an eclectic approach. Drawing from various theories, it applies an understanding of human behavior and potential to daily living in a practical way.

An initial class discussion should consider the "natures" of man. For example, man has a social nature. Others are:

- physical nature
- spiritual nature
- intellectual nature
- emotional nature
- creative nature

Once these have been identified, the students should brainstorm possible elements that typify each of these theoretical natures.

The following are suggested:

Social nature

communication
institutions
family
social hierarchy
brotherhood
need to belong
need to be loved
need to be esteemed

Physical nature

human body
three-dimensional vision
opposing thumb
upright stance
brain size
five senses
physical skills
physiological needs

Intellectual nature

thought and logic
problem-solving ability
decision making
memory and recall
knowledge
language
imagination
setting goals

Emotional nature

feelings of joy, love, charity, forgiveness, and compassion
feelings of anger, hate, greed, jealousy, envy, revenge, and aggression
feelings of pleasure and sorrow, contentment and failure

Spiritual nature

human will
assertiveness
fortitude
faith
hope
values and morality
duty and obligation
need to actualize potential

Creative nature

curiosity
innovativeness
need to know and learn
need to explore
need to discover
need to experiment
need to hypothesize
need to theorize

- Are these the elements of man that are human?
- Which elements motivate behavior?
- Which elements are resources for decision making?
- Are there some elements of human nature that are neither motivations nor resources of behavior?

Much of man's social nature relates to the highly sophisticated needs unique to human beings. The students can easily identify Maslow's conative needs. However, Maslow also recognizes the cognitive needs that motivate man to seek the unknown and to test his limitations. Though sometimes neglected, the cognitive needs are a powerful motivation in the nature of man.

The students can easily identify as resources most of the remaining elements. Feelings, attitudes, skills, physical and mental capacities, values, memory, and imagination are decision-making elements in man's nature.

The students may have some difficulty in categorizing a few elements, especially those in man's spiritual nature. These elements may require religious interpretations, which should be personal.

AWARENESS

It is easy to list the ways a person receives information about his physical surroundings and physical body. The five sense organs (eyes, ears, nose, mouth, and skin) continuously send information to the brain about physical changes within the person and within his immediate environment. However, sending information to the brain and being *aware* of it are not always the same. For fifteen seconds, concentrate only on what you can hear, and identify sounds of which you were not previously aware.

STOP reading for fifteen seconds and listen.

There are many similar illustrations of the difference between receiving information and being aware of it.

Getting in touch with my needs, feelings, roles, and goals helps me to better understand the remarkable being that I am. I cannot discover myself alone, but neither can I let anyone else tell me who or what I am.

Self-awareness involves becoming sensitive to what is going on both inside and outside of me.

TO NOT
BE AWARE
IS NO AWARE

ACTIVITY 4 NOW I AM AWARE

This is an activity to help you develop your awareness skills.

As the first step in the study of the self, this exercise is designed to help you heighten your feeling of what is *actual*. Most people have times when they daydream, lose track of time or pay scant attention. What is actual is always in the present. Whatever has happened was actual in the past; whatever is going to happen will be actual in the future; but whatever is actual now is happening at this moment. Therefore, if you are to develop the feeling of actuality, you have to emphasize words such as "now" and "at this moment." Likewise, whatever is actual happens where you are at this time. Hence, you need to stress words such as "here" and "in this place."

Now for the exercise:

Try for a few minutes to make up sentences stating what you are immediately aware of. Begin them with the words "now" or "at this moment," for example, "Now I am aware that I am reading these words here, in this place."

Perhaps each of you can take turns making a "Now . . ." statement. Have your partner write your responses.

TO THE TEACHER: ACTIVITY 4

The most important part of this exercise is the point at which it stops and the debriefing begins. Some students may use defense mechanisms to stop this exercise. Discuss this with the students to make them aware of the various defense mechanisms people use.

Some students may not see the relevance of this exercise because they feel threatened by it. Handle this carefully. Do not force participation.

Some students may claim that the things they noticed or were aware of during the exercise did not seem real or important to them. Discuss this with them.

This exercise looks deceptively simple. Actually, it is a crucial step in getting in touch with reality.

Some questions you may want the students to discuss are:

- How can you tell what is real and what is not?
- What are the ways we try to escape reality? (through denying feelings, etc.)
- What difficulties did you encounter in this exercise?
- Were you bored?
- What made you stop?
- Did you doze off?
- Did you find the experience too simple?
- Did you go blank and stop forming sentences after a while?
- Why did you end the exercise when you did?

This activity is repeated in the final unit. Collect and save the students' papers so they can be compared later.

ACTIVITY 5 VISUAL AWARENESS SKILLS

This is an activity to help you develop your visual awareness skills.

To make good responses, you have to know what is going on. To help you build your visual awareness so that you see more of other people and of your environment, try the following:

Select an object that is familiar to you, such as a ballpoint pen or a paper clip. Pick it up and investigate it. Stop when boredom begins. How much time did you spend investigating the object?

You may want to give the object to a baby about nine months old to see how much time he spends investigating it.

ACTIVITY 6 HEARING AWARENESS SKILLS

This is an activity to help you develop your hearing awareness skills.

Close your eyes and listen to all the sounds around you. Can you describe them? Try to classify as many sounds as you can, such as the air conditioner's hum and the birds' chirping. You may then realize that normally you really do not *hear* these sounds. You block them out.

- What other sounds do you block out?
- Do you block out unpleasant remarks or requests to do something that you do not want to do?
- How can listening help you make better decisions?
- When others did this exercise, did you notice that they heard things you did not?
- What kinds of things did you ignore?

TO THE TEACHER: ACTIVITY 5

This activity and the one following need debriefing. The Visual Awareness and Hearing Awareness Exercises are variations of the preceding exercise — "Now I Am Aware." The comments accompanying "Now I Am Aware" are also applicable to this activity and the following one.

ACTIVITY 7 THE BODY IS A PERSON

This is an activity to help you see the body as a "whole."

Look at yourself in an entirely new way: as a mind-body totality. Your body is you. You do not live inside your body. The body is a person. To divide human functioning into the mental and the physical is to make an artificial distinction.

To discover this, observe yourself the next few times you feel any particular way: happy or sad, companionable or lonely, interested or bored. Notice how these emotional states are a part of physical sensations. Boredom is not only a wish to do something else; it may also be a tightening of the chest, a constriction around the neck and shoulders, an itching in the legs and feet. A lump in the throat is sadness. Fearful anticipation is butterflies in the stomach. Anger makes your blood boil. Disappointment makes your heart sink. Frustration is a pain in the neck. Confronted by pressing alternatives, you feel torn apart.

If you block disagreeable feelings, you also block pleasurable feelings. If you do not allow yourself to experience a feeling fully, you force yourself to undergo the long process of waiting for it to subside before you are free to feel anything else.

Think of words or expressions that are used to describe a whole person, for example, a "big mouth" and a "fathead." Do not overlook the longer phrases, such as, "He has both feet on the ground."

- To what degree do these phrases help us to know the persons whom they describe?
- In what ways do they hinder us from knowing the person?
- How do labels keep us from being sensitive to a total person?

Each person is unique. Labeling a person can be damaging to both the giver and the receiver of the label.

ACTIVITY 7A
NONVERBAL BEHAVIOR

This is an activity to help your students become aware of their nonverbal behavior.

TO THE TEACHER:

Divide your students into groups of three. Ask that A and B in the group stand and face each other. For two minutes A is to describe all the nonverbal signals that B emits when he is communicating. You can demonstrate what you want A to do by describing the body language of some other person. Group member C is to watch so that A does not add anything to B's behavior.

After all three people have discussed A's analysis of B's nonverbal behavior, rotate the group assignments so that A, B, and C fill each of the roles.

To conclude the activity, discuss with the large group all the types of nonverbal behavior that were mentioned in the small groups. Ask if anybody discovered anything about the nonverbal behavior that he uses when he communicates.

ACTIVITY 8 ROLES WE PLAY IN LIFE

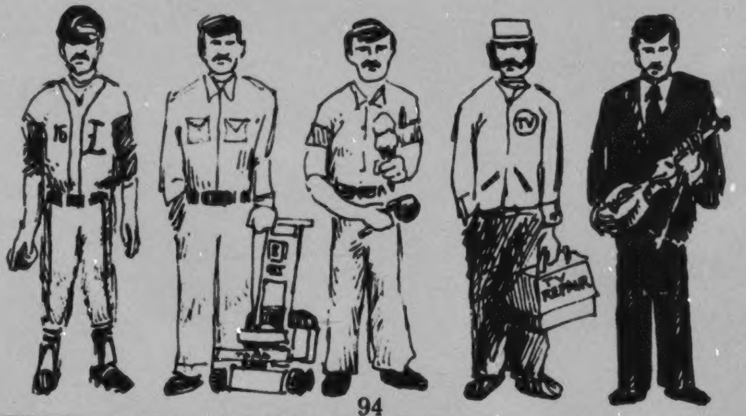
This is an activity to help you become aware of some roles you play.

Each person plays a great many roles throughout life. For example, a woman may adopt the roles of wife, helpmate, mother, cook, cleaning lady, nurse, and club member. She may say that she feels very chopped up because of these numerous roles and thus can do none of them well. The recent women's liberation movement has brought this situation into sharper focus.

You, too, may feel that you are expected to play a number of roles. To prove this, make a list of the various roles that you think you are expected to play during a week's time.

Now form groups of six or eight persons and take turns portraying the roles that you see people playing. Do not tell whose role you have chosen or what the role is. That is for the others to guess.

- Why do you think people play different roles in life?
- What need might they be satisfying in a given role?
- What roles do you play in everyday life?
- To what degree do others' expectations affect the role(s) you play?
- When does role playing become hyprocrisy? When is it not hyprocrisy?



ACTIVITY 9 A FAMILY DISAGREEMENT

This is an activity to help you become aware of the roles people play to influence others.

Sometimes people play roles to manipulate or influence others. According to Satir and Shostrome, there are four basic kinds of manipulative roles that an individual can play in countless ways. They are:

1) **Placating:** Pacifying, smoothing over differences, being nice, protective, defending others gently, covering up. "Oh, it's not so bad, really." "We agree, basically."
2) **Avoiding:** Being quiet, pretending not to understand, changing the subject, playing weak, playing helpless. "I can't help it." "I didn't hear you."
3) **Blaming:** Judging, bullying, comparing, complaining. "It's always your fault." "You never—." "Why don't you—?"
4) **Preaching:** Lecturing, using outside authority. "You should—." "You must—." Proving that you're right by explaining, calculating, using logic, etc. "Dr. Spock says—." "What you're actually doing is—."

Form a group of four students to role play a family disagreement: a father, a mother, a sister, and a brother. This activity has four rounds of five minutes each. In each round, you will play a different member of the family and play a different role: placating, avoiding, blaming, or preaching. At the end of each round, each person will have one minute to tell what difficulties he encountered and to receive feedback from others in the group on how well he played his role.

THOUGHT STARTER:

"Listening is taking the time to understand what you are hearing before you make up your mind." - Anonymous

TO THE TEACHER: ACTIVITY 9

This activity was designed to help students get in touch with the kinds of manipulative role responses they make and how other people feel about these responses. Some questions you may want to ask are:

- Did you find it difficult or easy to role play various members of the family?
- What manipulative roles did you find easiest to play? (Usually the role students find easiest to play are the ones they have played many times.)
- What manipulative role did you find hardest to play? Have you encountered this role very often?
- Make up some "I learned" statements about this activity.

ACTIVITY 9A
ROLE EXPERIENCES

This series of activities is to help your students develop a greater awareness of themselves.

TO THE TEACHER:

The activities suggested below can be part of a larger activity, or they can be done one at a time. Some can be done rather briefly at the opening of a class session, while others take more time. Review the suggested activities to determine (1) which of them your students can deal with comfortably and (2) the most appropriate time to use them.

- **Nonsense Comments** — Soon after a group is formed, it can help break the ice to have each person say or do something nonsensical or stupid.
- **Description in Two's** — The group pairs off, and each writes a brief description of himself and his partner. They then share the descriptions with each other and compare perceptions. This activity will help to develop commitments to each other.
- **Personal Thoughts** — Ask each class member to write a series of personal thoughts about himself. Then have the group determine what to do with the information. They may choose to have someone read the thoughts anonymously or to have volunteers read their own. *Be sure the students understand* that they are under no compulsion to read their thoughts or have them read.

  This activity may work better if you break the class into groups of four to six.
- **Listening for Understanding** — Divide the group into pairs. Ask one of the two to make a statement about something. The other person responds with: "You feel ______ ______ about __________."

  The person who made the statement answers only "yes" or "no." Then the person who responded makes a statement, which is acknowledged in like manner by the other. This procedure continues until the partners agree that there is an understanding between them.
- **Helping Each Other** — Divide the students into groups of four. Member A takes five minutes to state a real and significant concern he has. Member B takes seven minutes to ask helpful questions. Member C relates his own experiences and recommends ideas. Member D observes. A then tells how he felt when he received help from B and C. D explains what he observed. All four discuss the experience. If time allows, switch the roles and repeat the activity.

ACTIVITY 10 THE CURSE OF THE IDEAL

This is an activity to help you see how other people influence your behavior.

Many people spend a great deal of time trying to live up to what other people think they should be like. This has been called the "curse of the ideal."

People tend to pattern their lives according to what other people think, rather than fulfilling themselves and using the resources unique to them as individuals.

The exercise below deals with this problem.

- What are some of the tape scripts you play inside your head that tell you how you are going to act in a specific situation? To find out more about some of the roles you play, try this exercise:
- Complete a sentence beginning with the words, "A good __________ always/never ______________ ." Fill the first blank with as many of the words below as you want to use. Do the exercise with a partner, whose job is to find exceptions to the statements you make.

son/daughter
mother/father
boy/girl
sister/brother
host/hostess
boss/employee
date

teacher
friend
Christian
Jew
pot smoker
artist
any others you can think of . . .

THOUGHT STARTER:

"It is impossible for a man to be cheated by anyone but himself." - Emerson

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ACTIVITY 11 THE ENSLAVEMENT OF MASCULINE AND FEMININE

This is an activity to help you see how stereotyping may influence your behavior.

A stereotype is a standardized mental picture held in common by members of a group. It is an over-simplified opinion or attitude. Saying that all redheads have short tempers or that all fat people are jolly makes it appear that people fall into molds and patterns.

Today the stereotyping of male and female roles is getting much attention. The humanity of both the male and the female may be limited if these roles are narrowly defined. As you study about the self, it is important to understand that narrow attitudes concerning the male and the female roles are both individual and structured into society.

When your teacher reads the following statements, position yourself in the room according to a prearranged scale of 1 to 5, with 1 signifying total disagreement and 5 complete agreement. Your teacher will tell you in advance what each location signifies. The area between the precise points represents varying degrees of agreement and disagreement from 2 to 4. If you move when a statement is read, tell why.

- Men are less emotional than women.
- The desire to give birth is natural to women.
- Women are superior to men.
- Men should be more tender and softer.
- Women should run the household.
- Fighting is natural to men.
- Women tend to be more artistic than men.

Watch television programs and commercials for one week to see how many male and female stereotypes you can discover, or collect advertisements that depict stereotypes. Bring your results to class and compare them with others'. Note particularly the elements of stereotyping.

Discuss the significance of television stereotyping in our society. You may want to contact local television and national networks, either in person or by letter.

UNIQUENESS

What is there about each person that is different? If you realize how you differ from others, you can appreciate your own and others' uniqueness. You can esteem yourself and others as you grow in understanding this uniqueness.

"You-nique-ness"

"You — special, miraculous, unrepeatable, fragile, fearful, tender, lost, sparkling ruby, emerald jewel, rainbow splendor person. It's up to you."

Joan Baez

ACTIVITY 12 INTRODUCING THE UNIQUE ME

This is an activity to help you become aware of your unique resources.

Introduce yourself to the class as someone might introduce you if you were running for an office in a club or school.

Introduce yourself as you might if you were a friend of yours trying to get you into an informal social group.

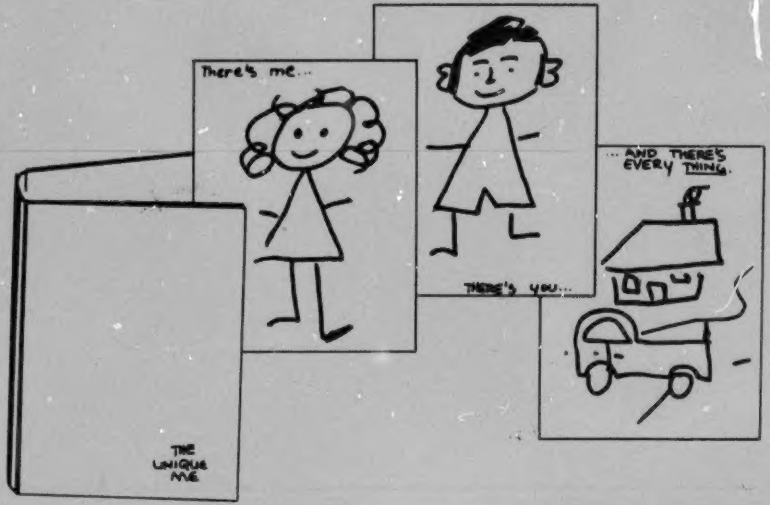
Complete the following sentence: "One important thing about me as a person is . . ."

ACTIVITY 13 ART AND ME

These three activities are suggested to help you see in graphic form what you may not be able to put into words about yourself.

- **Advertisements for myself**: Make up a brochure advertising yourself, using materials such as sheets of colored construction paper, catalogs, post cards, newspapers, glue, stapler, and cellophane tape.
- **Comic strip**: Divide a paper into twelve sections. In each section illustrate specific skills and talents you have. You will need a large sheet of paper and a drawing instrument.
- **Silhouettes**: Form small groups and take turns drawing full sized silhouettes of each other. Hang the silhouettes on the wall with the model's names. Move from one to another, adding the features you associate with each model. You will need enough butcher or wrapping paper for a life-size silhouette for each student and a crayon or other heavy drawing instrument for every two students.

ACTIVITY 14 A PORTRAIT OF THE UNIQUE ME


There's me...
THERE'S you...
...AND THERE'S EVERY THING.
THE UNIQUE ME

This is an activity to help you become aware of your unique resources.

Draw, however crudely, a self-portrait showing your differences. Show something special about yourself or something you like to do. Add explanations and, if possible, a photo of yourself as you actually look. Perhaps you would like to do a cartoon book. The way you do the cartoons will be uniquely your own. These examples may give you some ideas:

THOUGHT STARTER:
"I love myself when I am myself" - Hugh Prather

ACTIVITY 15 HOW I'M DIFFERENT FROM YOU

This is an activity to help you become aware of your unique resources.

Form groups of six to eight persons each. Tell each person in your group one way in which you are unlike him. Stick to ways that can be observed or proved, and begin each sentence with "I'm different from you because . . .". After you have finished, ask those who are willing to tell you how they felt about what you told them.

TO THE TEACHER: ACTIVITY 15

To keep the students from voicing opinions and judgments, remind them not to use comparisons such as, "I'm smarter/dumber than you are," "I'm prettier/uglier than you." Instead, they should make comparisons of concrete, provable, and fairly obvious attributes, such as, "I'm taller than you."

ACTIVITY 16 WHAT MAKES ME FEEL LIKE A SOMEBODY

This is an activity to help you become aware of your unique resources.

Make a collage out of symbols and pictures of work that represent your strengths. Find pictures in magazines, cut them out, and superimpose them on poster board randomly. Be sure to find the kinds of pictures that truly represent you when you are "feeling like a somebody."

TO THE TEACHER: ACTIVITY 16

If you do this activity in class, set a time limit of twenty to twenty-five minutes. Supply magazines, glue, poster board, and scissors.

Perhaps the art teacher will supply some of the materials and look at the finished collages, providing further adult support to the individuals' analyses of their strengths.

The collages can be done outside and brought to class without names. Group discussion can then center on identifying the strengths the artists portrayed.

ACTIVITY 17 WHETHER OR NOT TO CONFORM

This is an activity to help you become aware of your unique resources.

When you see your own conformity as merely abiding by a custom that you did not make, your self-esteem suffers. For example, you have just been to a wedding, which for you was a bore. Now you can go through the receiving line, saying all the right things. ("I really enjoyed it," etc.), or you can express your true feelings ("What a drag, I've never been so bored in my life"), or you can examine your feelings, explore various alternatives and their consequences, and then make an appropriate choice.

When you see conformity as a choice that you freely make, your self-esteem grows. Social roles and general kinship with society are helpful as long as they are not your only source of experiencing yourself and do not cause you to ignore yourself as an agent of choice.

How might you handle any of the dilemmas below?

- You are a member of the high school choir, and a concert is scheduled for next Friday night. The choir director insists that everyone is to wear black shoes. You have a pair, but you do not like to wear them.
- The football coach has stated that any boys with hair that is too long will be dropped from the squad. You are quite certain that you are one of the people to whom he is referring.
- You are at an overnight party at a girlfriend's house. Someone discovers where her parents keep their liquor. A bottle is passed around.

ACTIVITY 18 THINKING ABOUT ME

This is an activity to help you become aware of your unique resources.

Have eight small pieces of paper. Close your eyes and get comfortable. For about five minutes, let your mind play with words and phrases that describe you. When you have finished, open your eyes and write on the eight pieces of paper the words and phrases that came to your mind while you meditated. These papers are yours only. Now rank the papers, putting the one you like best in the first position, the one you like least in the last, and the others according to the degree of happiness or satisfaction they give.

ACTIVITY 19 EXERCISE IN TAKING EXERCISES

This is an activity to help you become aware of your unique resources.

With the belief that the beginning of wisdom and self-esteem is the ability to see humor even in oneself, here is a simple self-evaluation:

	Far Exceeds Requirements	Exceeds Job Requirements	Meets Job Requirements	Needs Some Improvement	Does Not Meet Minimum Required
Ability	Leaps tall buildings with a single bound	Must take a running start to leap over tall bldg.	Can leap over only short or med. bldgs. with no spires	Crashes into a bldg. when attempting to leap over	Cannot recognize buildings, let alone jump over them
Timeliness	Is faster than a speeding bullet	Is as fast as a speeding bullet	Not quite as fast as a speeding bullet	Would you believe a slow bullet	Wounds self with bullet when attempting to shoot gun
Initiative	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull
Adaptability	Walks on water consistently	Walks on water in emergencies	Washes with water	Drinks water	Spills water during emergencies
Communication	Talks with God	Talks with angels	Talks to himself	Argues with himself	Loses these arguments

TO THE TEACHER: ACTIVITY 18

After the students have finished the activity, have them associate fantasies or past experiences with the word on each piece of paper. This is a good exercise for you to do right along with the students. Tell them to take all the time they want with each paper and then dispose of it, share it, or keep it.

After the experience, the group can share feelings they had during the exercise or write evaluations of it. An activity like this is most effective in a group or class that recognizes self-knowledge as a valid class activity.

AWARENESS SKILLS

Knowing that:

- It's healthy for me to be more than one way — to consider more than one role.
- I have worth.
- There's nobody else like me.
- All my senses (systems) are go.
- What I feel and do are my feelings, my perceptions, my actions, but they may be shared by others. I may not be alone and should check this out.
- I have only my own experience to think with.
- What is real or concrete is very little; everything else is in my head.
- When I conform, I do so because I wish to.
- Almost everything I know or receive I get symbolically, not through direct experience.
- I am not just what people say about me.
- Being able to laugh about myself is half the battle.

(These last three are hard to achieve, but you are encouraged to work on them over a period of time.)

- I am operating in the here and now.
- I am in touch with my body.
- I accept myself in all my good/bad aspects.

SELF-ESTEEM

Self-esteem is knowing you are different from everyone else and being happy that you are.

It is taking ownership for what you do and feel. Self-esteem comes when you see yourself as the center of valuation and choice — in other words, when you realize that YOU are the one who continually sets your own values and makes your own decisions.

What Are Some Sources of Self-esteem?

- Knowing who you are in a given circumstance
- Having respect for others
- Making choices and experiencing yourself as the agent of those choices
- Being aware of controls in society that may deny you your individuality
- Being aware that, in a democratic society, such controls can be changed

This entire course, and particularly the unit on the self, is based on the following beliefs about the nature of people:

- Each person has assets, strengths, and abilities, some of which he knows about and others of which he is unaware.
- What one does is strongly influenced by where he is.
- Group encouragement and positive feedback help a person explore himself so that he is better able to change if he wants to.
- The present can be changed and the future directed without overconcern for the past.
- We often learn best from our peers.
- We learn success from those we choose as successful. To have a model is essential.

- Learning means recognizing and accepting the differences between my failure and your success and adjusting my next action accordingly.
- We continue to grow and think well of ourselves by completing a task and moving on to a new one.
- Everyone has the inherent desire to change and grow.

ACTIVITY 19A
MY GOOD EXPERIENCES

This is an activity to help build self-esteem in your students.

TO THE TEACHER:

Tell your students that everybody will have two minutes to share his good experiences that have left a strong impression on his personality. You can question those who stop before their time is up. Usually, the group will start to question, too. As the students become more responsive, you may allow three minutes each. Be sure to appoint a timekeeper.

Be alert to similar experiences between students. Ask, for example, "Did you realize before that you share a love for horses?" or remark, "I hear a lot of comments about the influence of a strong parent."

Some other approaches to this same idea are:

- Suppose the principal announced that because of a heating problem there would be no school the next day. How would you spend the unexpected day off?
- Teach a skill to another person. What would you like to learn if a person in our class could teach you?
- What is the most positive thing that you learned or that happened to you in the past week?
- What is the nicest thing anyone ever did for you?
- If you could be any other person in the world, who would you be? Why?
- If you could live anywhere in the world, where would you live? Why?

ACTIVITY 20 GREAT NEWS

This is an activity to help you esteem your unique resources.

Imagine that you have just received a telegram conveying the best possible news. Write out and consider sharing what would be in the telegram.

ACTIVITY 21 I DON'T MEAN TO BRAG, BUT . . .

This is an activity to help you esteem your unique resources.

Probably there have been times when you have been proud of something you did or had. You wanted to tell someone about it, but our society does not encourage people to share their feelings of pride. Someone else may mention the accomplishment, but otherwise it may go unrecognized and unshared.

Pride is related to how a person feels about himself. Each of us has proud moments. Complete the following group of words, filling the blank with one of the phrases listed below: The ________________ that makes me feel proudest is . . . .

- occasion when I helped someone
- habit I have
- thing I've done for a member of my family
- item I own
- school project
- achievement in my life
- thing I did for a friend

TO THE TEACHER: ACTIVITY 20

Ascertain what the students want to do about sharing the telegrams. Perhaps they will want to volunteer to read them, or they may be willing to read them randomly as you call on them. Do not force any student to read his.

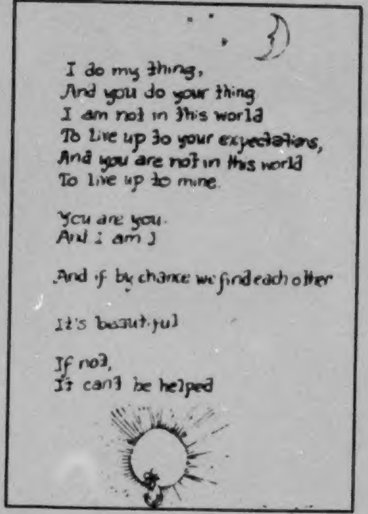
Students can also send imaginary telegrams. They will be most meaningful if the students indicate what they say and to whom they will be sent. Some possible telegram topics are:

- My Six-Year Goal
- The Most Significant Person in My Life
- A Thank-You-Gram
- Holiday-Grams
- Value-Grams (Significant values, who helped form them, etc.)

TO THE TEACHER: ACTIVITY 21

Encourage the students to volunteer to share their responses. You can share some of your proudest moments to make them feel comfortable.

ACTIVITY 22 MY IDOL



I do my thing,
And you do your thing
I am not in this world
To live up to your expectations,
And you are not in this world
To live up to mine.

You are you.
And I am I

And if by chance we find each other

It's beautiful

If not,
It can't be helped

Fritz Perls

This is an activity to help you esteem your unique resources.

Think of someone you idolize. The person may be living, or he may be a historical or fictional character. If possible, talk to or observe the person. If the character is historical or fictional, do enough research to compile several of his traits that show strength. List the characteristics that make the person admirable.

Compare your idol's strengths with your own strengths. List the traits you now possess that are similar to your idol's. Then list the idol's traits that would be valuable for you.

TO THE TEACHER: ACTIVITY 22

Students may want to hear about each other's idols. The following questions will assist with the discussion:

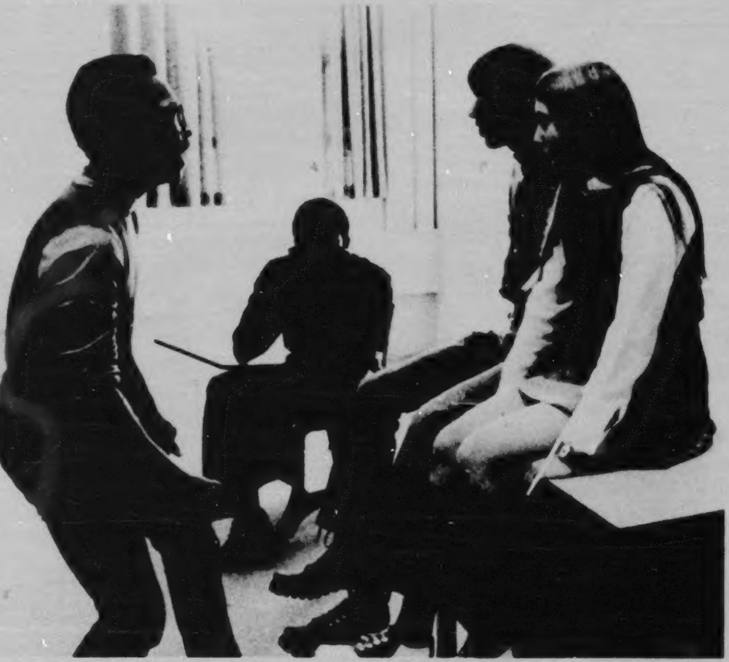
- Why did you choose the person as an idol?
- What strengths does the person possess?
- Which of the person's strengths are you interested in developing?

ACTIVITY 23 THANK YOU VERY MUCH

This is an activity to help you esteem your unique resources.

What do you do with a compliment? You take it in and let it warm you. This exercise is designed to give everyone practice in getting and giving such warmth.

Form groups of six to eight. Each will have the opportunity to give and receive compliments. One of the group is to volunteer to receive sincere compliments from the others in the group. Be sure that he receives at least three. He is not to respond. Continue the activity until everyone who wishes has had the opportunity to receive compliments from the group.



TO THE TEACHER: ACTIVITY 23

After the activity is completed, ask the class:

- How did you feel when you received the compliments?
- How did you feel when you complimented another person?
- Why do you think people sometimes become embarrassed or defensive when they receive praise?
- What are some appropriate methods of giving and receiving compliments?

ACTIVITY 23A
EVALUATING MY REAL SELF

This is a concluding activity to help your students evaluate themselves according to the objectives of this unit.

TO THE TEACHER:

Have your students turn to the objectives for this unit. Each student should write his response to each objective in his "Notes to Myself." Allow about fifteen minutes for this activity. It is helpful to periodically check with your students on the progress they are making in their notebooks.

A class discussion of the responses will give you some indication of how well your students have accomplished the objectives of this unit.

If one or more students indicate that they have not accomplished the objectives, you should discover the source(s) of the problem through individual or group discussion. It may be necessary to repeat some activities or develop new ones before proceeding to the next unit.

SOME GENERAL IDEAS THAT TEND TO STRIP AWAY SELF-ESTEEM

Some ideas tend to make it difficult to maintain self-esteem. Learn to recognize these ideas when you hear them and realize the effect they may have on how you feel. Some people accept these ideas without challenge. How do you feel about them?

- Only things that are tangible, measurable, and external are worthwhile. For example: "I scored in the 87th percentile in the XYZ test." "Consideration for others is well and good, but you can't eat/wear/spend idealism."
- Everything is tentative; traditional values no longer apply. For example: "In olden days a glimpse of stocking was looked on as something shocking, now, heaven knows, anything goes." Cole Porter
- Man is no different from other animals. For example: "We employ 10,000 at this plant." (10,000 what? Not people, just bodies.)
- Human functions and skills are fast becoming obsolete. For example: "There is no industrial job that a man can do that a machine can't do faster, better, more accurately and cheaper."
- In our complex society, it is absolutely essential that we have the huge bureaucracies which have grown out of our more complicated civilization. For example: "You can't fight City Hall."
- Can you think of any more?

From the feeling that he lacks value, man comes to feel elpless. He experiences emptiness, longing, alienation, anxiety, nd identity crisis. To overcome these feelings, rather than ttacking their sources, he often tries to find identity in others and n his possessions, as though "having" were better than "being."

THOUGHT STARTER:
"The tragedy of life is what dies inside a man while he lives." - Albert Schweitzer

THE ACTUALIZING SELF

"The self-actualizing person is always in process, he is always becoming more real. He has learned to drop the defenses of earlier childhood and has become strong and independent, no longer doing things out of fear of disapproval or anxiety but rather because he has freely chosen to do them. This new found freedom allows him to be selfless, creative, and eager to explore the world of reality outside of himself. Abraham Maslow describes the life of a self-actualizing person as being characterized by dedication to something 'bigger than oneself.' "

Frank Goble

IN CONCLUSION

What is the real self? Obviously you are more than a walking, talking body with a name. You have feelings and wants that are as much a part of the self as your body and name.

Real self was defined as the ideas you have about yourself. There are as many ideas as there are people, because every person is unique. Each of you interprets the qualities of your real self differently

The self has many parts. You have studied one part — personal resources. Resources are the attitudes, feelings, skills, and experiences that you use in making decisions.

In order to better understand personal resources, this unit was divided into three parts — self-awareness, uniqueness, and self-esteem.

The purpose of the Real Self Unit was to help you become more fully aware of your uniqueness and to grow in self-esteem.

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UNIT 4

VALUES
CALIFORNIA
ADULT CINEMA
HOPE FAITH CHRIST

ME
THE
NEW
MODEL

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*Indented items appear only in the Teacher Manual

WHY STUDY VALUES?

CALIFORNIA

- [illegible]
- [illegible] contributes to the worth and dignity of the human person [illegible] self fulfillment
- [illegible]

[illegible]

OBJECTIVES

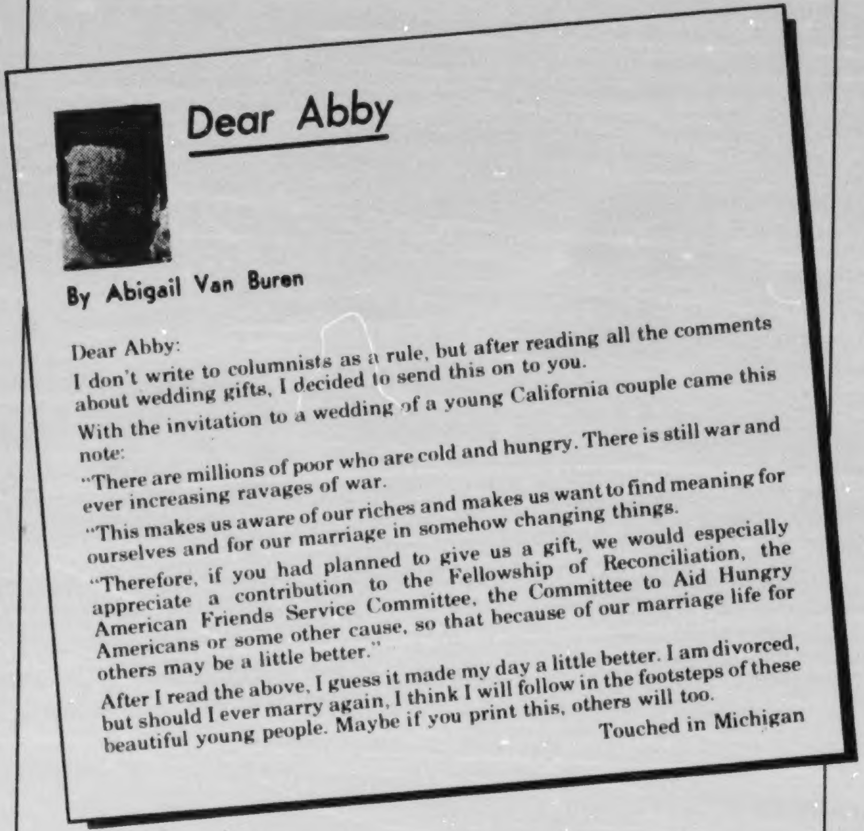
At the end of this unit, you should be able to:

1. Make a value statement and apply the seven value clarifying criteria, giving evidence to show that each of the seven questions was applied.
2. State a long range life goal. Tell how your values will help or hinder you in attaining this goal.

ACTIVITY 1 A VALUING PROCESS

This is an activity that describes a valuing process and explains how people make decisions based on their values.

How do people develop values? Why might they want them? If individuals understand the *valuing process*, they will have the answers to these questions. This process has three steps: choosing, prizing, and acting upon. A letter to "Dear Abby" and a discussion to illustrate the steps in the valuing process follow:



Dear Abby

By Abigail Van Buren

Dear Abby:

I don't write to columnists as a rule, but after reading all the comments about wedding gifts, I decided to send this on to you.

With the invitation to a wedding of a young California couple came this note:

"There are millions of poor who are cold and hungry. There is still war and ever increasing ravages of war.

"This makes us aware of our riches and makes us want to find meaning for ourselves and for our marriage in somehow changing things.

"Therefore, if you had planned to give us a gift, we would especially appreciate a contribution to the Fellowship of Reconciliation, the American Friends Service Committee, the Committee to Aid Hungry Americans or some other cause, so that because of our marriage life for others may be a little better."

After I read the above, I guess it made my day a little better. I am divorced, but should I ever marry again, I think I will follow in the footsteps of these beautiful young people. Maybe if you print this, others will too.

Touched in Michigan

This young couple from California probably thought a great deal about the meaning of their life together. If this couple used a valuing process in making their decision about their wedding gifts, they probably went through the following:

1. The couple felt that a *value decision* on wedding gifts was needed.
2. They thought of *many alternatives.*
3. The couple *felt free to make a value decision.*
4. They *considered the consequences* of each alternative.
5. They wanted their decision to be one that they could both *prize and esteem.*
6. When their final decision was made, they told their parents and friends, thus *publicly stating their decision.*
7. When they made out their wedding invitations, they enclosed a note about their decision, thus *publicly acting upon* their decision.
8. If they continue to share their wealth with others, their attitudes on money will become *a way of life* as a value.

THOUGHT STARTER:

"The greatest pleasure I know is to do a good act by stealth, and have it found out by accident." - Charles Lamb

TO THE TEACHER: ACTIVITY 1

Have the students discuss the letter with the following questions in mind:

- What decisions did the young couple make concerning their wedding gifts?
- What needs were they trying to satisfy when they made their decisions?
- What do you think their interest in remedial agencies indicates about their values?
- In what ways do you think the attitudes of these young people about money, material possessions, and giving and receiving gifts accurately reflect their values?
- How did their values influence their decision about wedding gifts?

THE VALUING PROCESS CHECKLIST

Each time you feel that a value decision should be made, look at the situation and try to identify the needs you are trying to satisfy. No decision is made in a vacuum. Though you may not be aware of it, in the background there is always a need that you are trying to satisfy by making a decision.

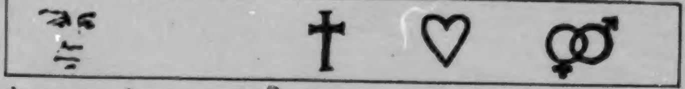
To check a decision as representing your values, it is suggested that you put it through this valuing process.

	Yes	No
1. Have you identified the need or needs that call for you to make a decision?	____	____
2. Are *alternative* behaviors available to satisfy the need?	____	____
3. Are you *free* to *make* a *decision*?	____	____
4. Have you *considered* the *consequences* of each alternative?	____	____
5. Will you *prize* and *esteem* your decision?	____	____
6. Will you *publicly affirm* your decision?	____	____
7. Will you *act upon* your decision?	____	____
8. Will you *repeat your behavior* in similar situations?	____	____

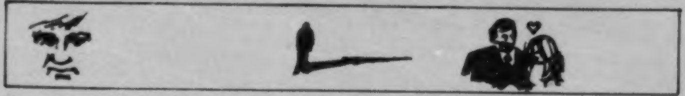
If your decision making successfully passes through all of these steps, then your decision accurately reflects and clearly indicates your values.

STEPS IN THE VALUING PROCESS

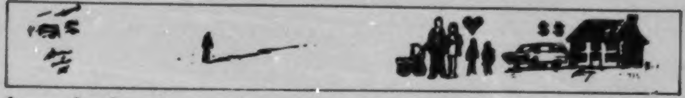
When, as a human being, you are faced with the need to make a decision that involves one or more of your personal beliefs,



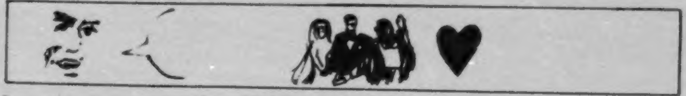
And you are free to make a choice among the alternatives,



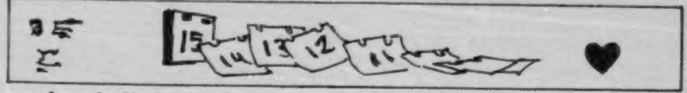
And you consider the short- and long-range consequences of each alternative,



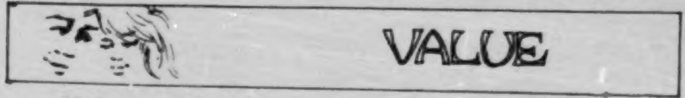
And you both prize and esteem the alternative you select and are willing to publicly state it,



and act in accordance with that choice, and continue to behave in a manner that is consistent with the belief that guided that choice,



Then that belief which led you toward the selected behavior is a



Thus a Value may be defined as:

A strongly held belief

- — freely chosen from among alternatives,
  - — after careful consideration of the consequences of each alternative,
    - — that is both prized and esteemed,
      - — publicly stated,
        - — publicly acted upon,
          - — and repeated in one's daily living.

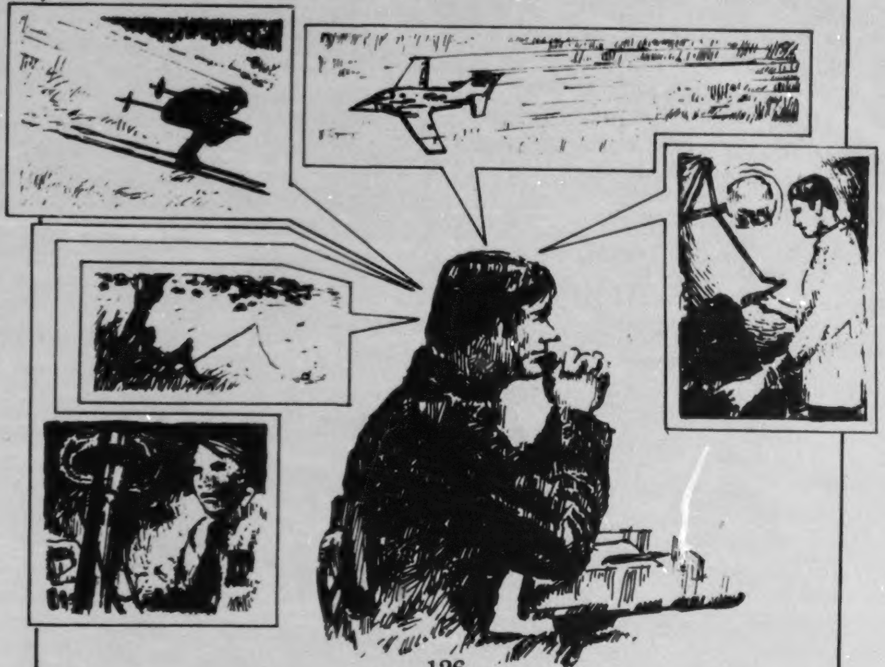
ACTIVITY 2 IDENTITY AUCTION

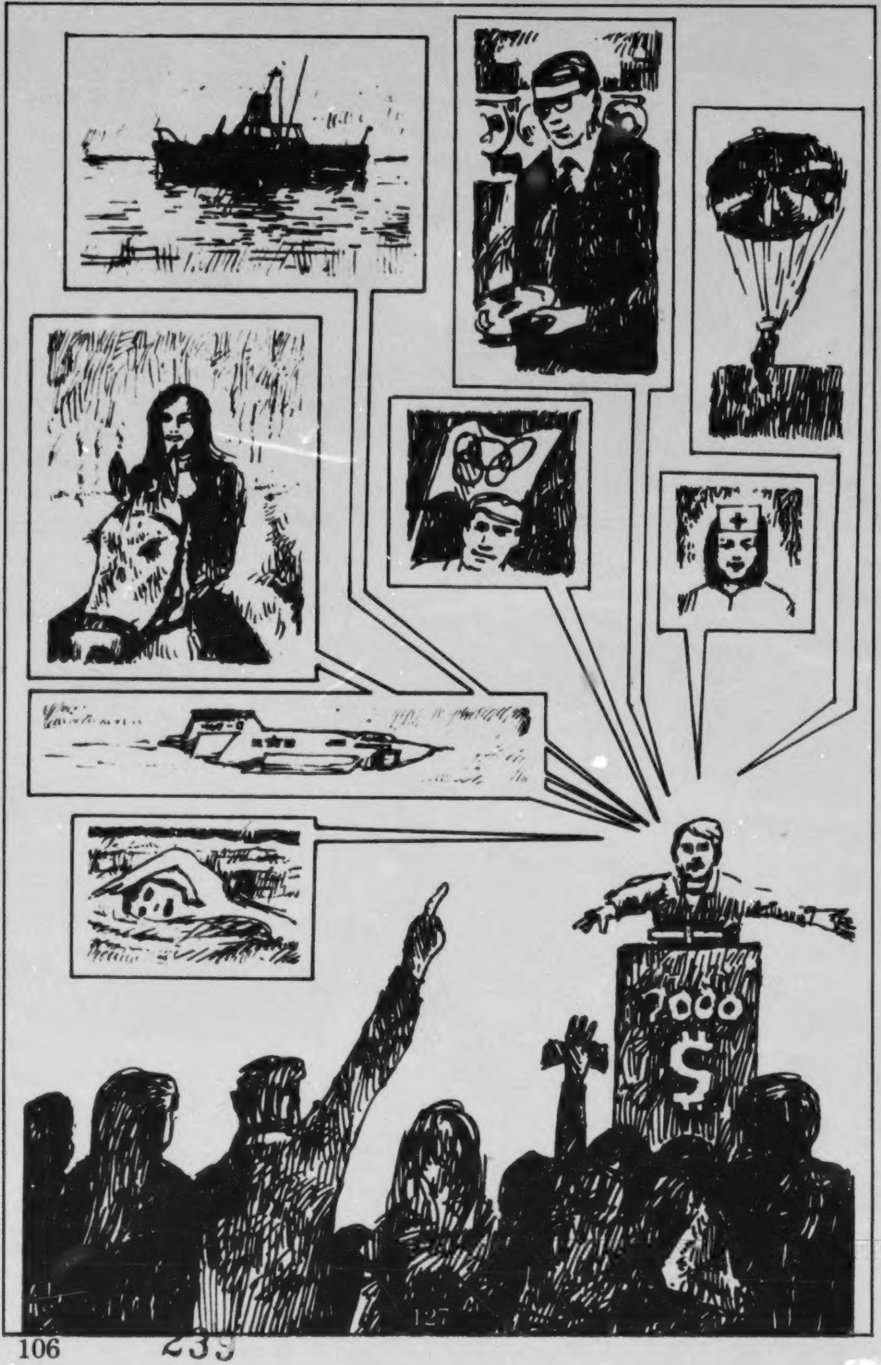
This is an activity to help you clarify some of your feelings and wants.

List five things you would like to do or be in the next few years. You may want to fly a plane, go skiing, go fishing, or be an engineer, a lawyer, or a dentist. Give the list to your teacher.

Tomorrow you will be given a list of everything the members of the class have said they want to do or be. Look over the list carefully and select some things you would like to do or be. We will put these items up for auction, and each of you will have $2000 to spend. When your money runs out, you cannot bid any more.

At the end of the auction, make a list of everything you purchased. After studying the list of items, make up some "I learned" statements. Share your statements with the class.





TO THE TEACHER: ACTIVITY 2

Before the auction, you also should add items to the list. You may wish to include:

- to be a person that others can rely on to help deal with their problems
- to be a person who tries to make decisions in terms of what he believes will be most helpful in the long run for himself and others
- to be a person who knows the difference between knowing and hypothesizing
- to be a person who listens when others are more knowledgeable in some area

Either you or the students should prepare a simple method for accounting. Colored sheets of paper to represent $5, $10, $20, $50, and $100 may be distributed. Someone may wish to donate play money from a game. Set the rules:

- smallest bid is $5
- no borrowing or credit
- pay immediately on winning the bid
- no returns and no refunds

This activity is a value-clarifying exercise designed to help students identify their beliefs, feelings, and attitudes. The debriefing session for this activity is crucial. After the identity auction, have each student look over his list of purchases. You may want to ask them the following questions:

- How many items that you bid on were you able to buy?
- Have you ever done or been any of the things you bid on? If so, how many? If not, why not?
- Are you satisfied with your purchases? What items would you be willing to drop from your list? What items do you definitely want to keep?
- Did you run out of money? What item did you want most when you ran out of money?

ACTIVITY 2A
SUPPORT GROUP

This is an activity to give each student an opportunity to share his recent past experiences with a small group of caring people. This supportive sharing will encourage people to think about what is important to them and whether or not they are living by what they value.

TO THE TEACHER:

- Divide the class into groups of six each. Decide whether the groups are to be formed at random, assigned by you with an attempt to shape the group, or self selected. Two guidelines are suggested:

  — It is best if the groups are made up of people who are not close friends. Otherwise, previously established ways of interacting may get in the way of forming new, accepting, supportive relationships.

  — It is desirable for the group to remain together for several weeks, so that the members will be able to build the trust and acceptance needed for open, honest sharing in a supportive atmosphere.
- The group is to meet every few days to discuss what the members have been experiencing since the last meeting.
- **The Proud Circle** is one technique that can be used. The discussion begins with each group member sharing something he is proud of that he has done since the last meeting. No group member should feel compelled to contribute.
- **The Proud Circle** can be followed by an explanation of the values operating behind the acts that made the students proud. Some may want to talk about a value they would like to put into operation, examine the barriers to their actions, and tell how these barriers might be overcome.

ACTIVITY 2B
DIVIDE THE CLASS

This is an activity to help your students clarify their feelings about themselves.

TO THE TEACHER:

Move all the desks to one side of the room. Then two students, one at each end of the chalkboard, write selected key words. The rest of the students move to the end where the words most closely fit their feelings about themselves.

For example:

Are you more City .... or .... Country?

Have one student write the word *City* at one end of the chalkboard, and another the word *Country* at the other end. Then have each student in the class line up on either the City or the Country end of the chalkboard. Each student on the City side should talk to another student on that side, discussing why he considers himself more City than Country. Each student on the Country side should talk with another student on that side, discussing why he considers himself more Country than City.

Are you more Cadillac .... or .... V.W.?

Are you more Hard Rock .... or .... Classical?

Are you more Scrub Denims ..... or .... Crushed Velvet?

Are you more Ping Pong Ball ... or .... Paddle?

Are you more a Chooser .... or .... Chosen?

Are you more a Hitter .... or .... Catcher?

Have the class think up Either/Or Class Dividers that depict destructive behaviors. At the end of this activity, you may want to make "I learned" statements in "Notes to Myself."

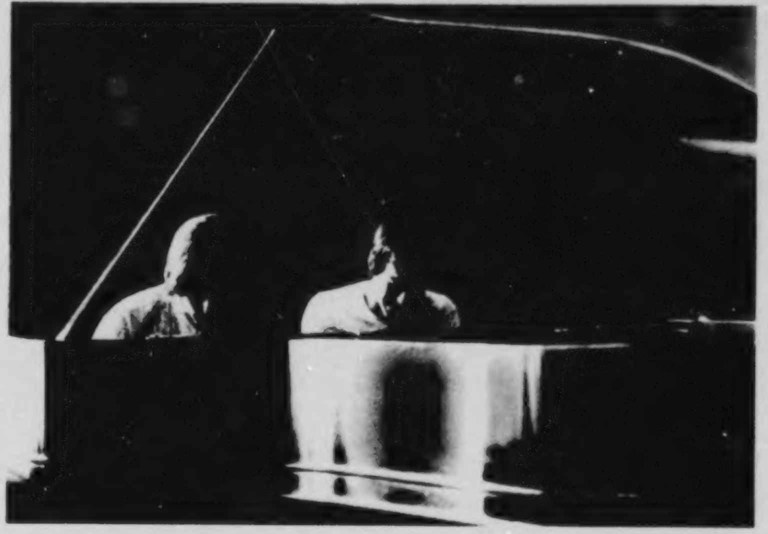
- I learned that . . .
- I was surprised that . . .
- I felt that . . .

ACTIVITY 3 20 THINGS I LIKE TO DO

This is an activity to help you focus on what you do as an expression of what you value.

Do this activity in your "Notes to Myself":

1. List twenty home or school activities that you would like to do this year.
2. Next to each activity list an A if you would like to do this activity alone, and a P if you would like to do it with other people.
3. Put a $ sign next to every activity that requires money.
4. Put a 5 next to every activity you would *not* have wanted to do five years ago.
5. Put an M or a D next to the activities your mom or dad would have been interested in doing previously or might do today.
6. Rank order your five favorite activities.
7. Put the date next to the last time you did these activities.
8. Put a 20 next to the activities you would least like to do.



After you complete this activity:

- Put any thoughts you have about this exercise in your "Notes to Myself."
- How do you feel about any inconsistencies in your actions?
- Have your friends or activities changed within the last five years?
- How many of your activities involve money?
- How do your interests differ from those of your parents? How are they similar?
- What do your activities tell you about your values?
- If you wish, share insights with the entire group by completing "I learned" statements that originated from doing this exercise.

ACTIVITY 3A
I WONDER STATEMENTS

This is an activity that encourages students to express their beliefs, feelings, and attitudes here and now.

TO THE TEACHER:

Introduce the idea of "I Wonder Statements" to the entire group. Anyone who wishes may complete the stem, "I wonder. . ." with a statement or question of his choice. You may want to begin or interject an "I wonder. . ." statement of your own. The beliefs, feelings, and attitudes expressed may vary from "I wonder when I will be able to trust people" to "I wonder when I will be able to leave this room." This is a helpful exercise to use at the end of a class period or a unit of study in order to get a better idea of where the students are in their development.

ACTIVITY 4 SOAPBOX STATEMENTS

This is an activity to help you clarify strong beliefs that you and others hold.

At the beginning of class each day, you will have the opportunity to make a "Soapbox Statement." Try to make at least one such statement in the course of this class. A "Soapbox Statement" is one starting with the words "I strongly believe that." If the class has any questions, you may want to discuss your feelings further.

ACTIVITY 5 FEELINGS ABOUT FRUSTRATION

This is an activity to help you clarify your feelings about frustration.

In your "Notes to Myself," make a list of all the words you can think of that describe your feelings and frustrations as a high school student right now.

Share your list with five or six classmates. As others read their lists, add to your list any words that you do not have.

Use this master feeling checklist to check your feelings here and now.

- Underline the feelings that you are experiencing right now.
- Put an *S* next to the feelings that are *stronger* and an *M* next to those that are milder.
- Put a *T* next to the feelings that are *typical* of ones you frequently experience.
- Put a + next to the feelings you would like more frequently.
- Put a — next to the feelings you would like less frequently.
- Circle any words that describe *your values* or are closely related to one of your values.
- Identify the values involved.

Add new feeling words to your list. Repeat this exercise whenever you want to focus on your feelings here and now.

TO THE TEACHER: ACTIVITY 5

This is an important activity to help students get in touch with feelings about frustrations that they have right now. Here are some questions you may want to use in a debriefing session following this activity:

- What are some of the feelings about frustrations that are common to most of your group?
- What seems to be creating this frustration? What needs do you think might be blocked?
- What are some things that the people in your group are doing to cope with their frustrations?
- What frustrations are the result of two or more values in conflict, such as respect for parents and loyalty to peer group?

ACTIVITY 6 VALUE CONTINUUMS

This is an activity to help you clarify your values.

For this activity, line up six chairs facing the class. The line represents a value continuum, with the chairs on the ends representing the extreme positions in judgment and the chairs in between representing more moderate positions. Each time your teacher or classmates mention an issue about which there are two extreme positions, stand behind the chair along the continuum that best represents your opinion. No one may be in the middle.

For example:
Alice Edie
Agreeable Alan .... Independent Ed

Value Issue #1

Your friends want to use a fake I.D. card to buy beer and drink it in the park. Knowing that you might get arrested for buying beer with a fake I.D. card and drinking illegally in the park, will you go along with the gang (agreeable Al), or will you line up toward Independent Ed, who wants to leave the group before he gets in real trouble?

Value Issue #2

You are shopping with friends. A couple of them want to have a contest to see how many items you can steal and carry out of the store in ten minutes. Where would you place yourself along the continuum? Are you closer to Agreeable Al, who goes along with the group, or closer to Independent Ed, who does not want anything to do with stealing?

TO THE TEACHER: ACTIVITY 6

Have your students suggest other issues that they would like to put on a value continuum. Value continuums help your students clarify their beliefs and publicly act on them.

ACTIVITY 6A
BEHAVIOR ROLE PLAYS

This is an activity to help your students identify some behavior problems that can result from unclear values.

TO THE TEACHER:

Select seven people, or divide the class into seven groups. Have each group or each of the seven persons role play a behavior problem type that can result from the lack of a clearly defined set of values. Seven such behavior problem types are:

- apathetic, listless, disinterested
- flighty
- drifting
- over-conforming
- over-dissenting
- very inconsistent
- role playing

Have the individuals who are not role playing react to the behavior problem presented. If they are unable to describe the personality characteristic being portrayed, assist them in labeling the behavior. The important learning is the recognition that unclear values can lead to behavior problems.

At the conclusion of the activity, ask the following questions:

- Why might a person with unclear values develop behavior problems?
- Why might it be difficult for a person with unclear values to make decisions?
- Why might a person with unclear values feel frustrated?
- Why do some people find it difficult to clarify their values?
- Which behavior problems discussed could lead to acts that would hurt other people?

- Which problem types might commit irresponsible acts that would destroy property?
- Which pattern of behavior might bring a person to hurt himself?

Suggest the following entries in the students' "Notes to Myself":

From this activity, I learned that . . .
I was surprised that . . .
I got in touch with . . .

This is an excellent place to introduce a sociogram analysis. Information about the sociogram and sociometry is found in the introductory material of this manual.

ACTIVITY 7 VALUE DECISIONS

This is an activity to help you clarify your feelings about people's behavior.

These statements either involve a conflict in values or require a value response. As you read through each statement, try to identify the conflict in values and decide what your response might be. You may record your responses in your "Notes to Myself."

1. You are very attracted to a girl (boy), but she (he) ignores you.
2. Someone of your own age with whom you are friendly appears to be very upset for some reason unknown to you.
3. You suggest to a friend that you both go on the ferris wheel at the fair, but your friend seems reluctant (doesn't want to).
4. You know that your friend is doing something that causes him (her) to suffer.
5. Someone at school frequently picks on you, bullies you, or insults you.
6. You have reason to believe that someone at school has been telling an untrue story about you.
7. The person in the next desk to you sniffs continually.
8. Your parents brag about you to their friends in your presence.
9. Your mother, who is tired or distracted, is not listening to something important that you are trying to tell her.
10. You think that your father is unreasonable when you argue with him.
11. Your parents are worried about your going on a school climbing trip and are proposing to forbid you to go.
12. Your father is critical of your hair and your clothes.

13. Your father says, "When I was your age,I never. . . ."

14. Your mother wears teenage fashions.

15. Your father brags about how good he was at sports when he was your age.

16. You go shopping with your mother to buy some clothes for yourself, but she wants to make all the choices for you.

17. An adult is critical of your parents in their absence.

18. A friend of your parents is rude about your appearance and critical of your generation.

19. A teacher cannot keep order.

20. You are laughing at a movie that is supposed to be serious. An elderly man tells you to be quiet.

21. A neighbor complains of the noise you make late at night with your motorcycle or transistor radio.

22. A man pushes past you in line at the supermarket, and the cashier insists on serving him first.

23. The teacher gives the whole class a detention because one student broke a rule.

24. The teacher disciplines you because he thinks your work is too good to be original. It is, in fact, your own work.

THOUGHT STARTER:

"The idealist is incorrigible: if he is thrown out of his heaven, he makes an ideal of his hell." - Nietzsche

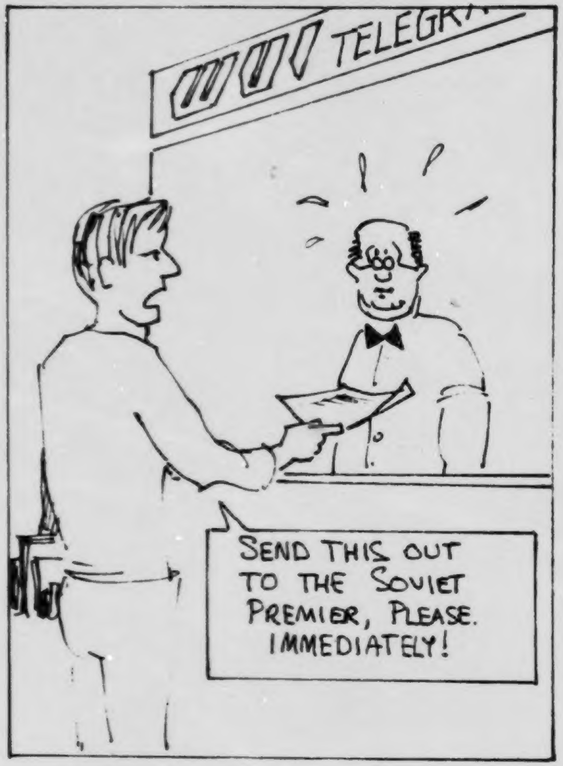
THOUGHT STARTER:

"Listen, or thy tongue will keep thee deaf." Indian Proverb

TO THE TEACHER: ACTIVITY 7

These situations are a useful exercise to help students build skills in identifying and making decisions in value-conflict situations. Your students may want to role play some of them. Have your students try to identify (1) the needs of the characters in these situations, (2) the resources that are available to deal with the problems, and (3) the alternatives that are possible.

ACTIVITY 8 I URGE TELEGRAM


TELEGR
SEND THIS OUT TO THE SOVIET PREMIER, PLEASE. IMMEDIATELY!

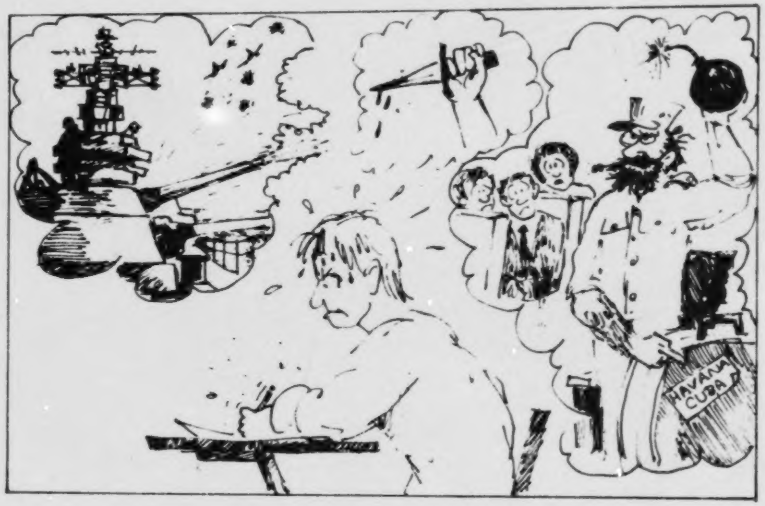
This is an activity to help you put your values into action.

Write a telegram to anyone in the world, assuming that he will read it. Express strong feelings about something. Urge him to act. If your feelings are intense enough, you may want to send the telegram. Go ahead.

AREAS OF CONFUSION AND CONFLICT

In every area of life, we make value decisions. However, it is often difficult to make decisions in a specific area, because we are not sure of our values in that area. It may be one of confusion and conflict. For example, in the area of politics, people may lead us unintentionally into a state of confusion and conflict when they tell us what to do and believe.

Welfare
Drugs
Leisure Time
Abortion
Busing
Love
Work and School
Sex
Friendship
Viet Nam
Crime Rates
Economics
Child Rearing
Divorce Rates
Marriage
Politics
Health
Race Relations
Education
Over-Population
Aging and Death
Family
Student Rights
Personal Tastes



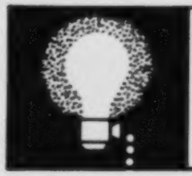
ACTIVITY 9 POLLING YOUR OPINIONS

This is an activity to help you examine your feelings and values.

Look over the list of *Areas of Confusion and Conflict* on the previous page. Form a circle with four or five students that sit near you. Write a short statement of your feelings about three areas of confusion and conflict. Then share your feeling statements with the group. Have your group draw up three value statements and read them to the class. Have the class vote on your group's value statements.

The voting should be as follows:

- If you are strongly in favor of something raise both hands.
- If you are mildly in favor of something, raise your right hand.
- If you are undecided about a statement, fold your hands.
- If you are mildly opposed to something, raise one hand with your thumb down.
- If you are strongly opposed to something, raise both hands with both thumbs down.



THOUGHT STARTER:

"The best part of health is a fine disposition. It is more essential than talent. Nothing will supply the lack of sunshine to peaches and, to make knowledge valuable, you must have cheerfulness of wisdom." - Emerson

TO THE TEACHER: ACTIVITY 9

Following this activity, you may want your students to make some "I learned" statements in their "Notes to Myself."

Have your students complete the following statements:

- From doing this activity, I learned that . . .
- From doing this activity, I was surprised that . . .
- From doing this activity, I found out that . . .

ACTIVITY 9A
FOCUS GAME

This is an activity in which the students focus on each person in a small group to help him explore his values and actions.

A tremendous amount of ego strength can develop when a group focuses on one person.

TO THE TEACHER:

- Divide the class into groups of six each.
- Individuals can volunteer to be in *focus for five minutes.*
- The person in focus gives his opinion on a statement like the following:
  - — I am not prejudiced.
  - — I think a little police brutality is better than a mass student riot that has gotten out of control.
  - — I think all people should be treated equally.
  - — Prison riots are necessary when the prisoners' human rights are involved.
  - — I think it is worse to sell drugs to another person than it is to take them myself.
- The role of group members is to *draw out* the person who is in focus. Find out his beliefs, feelings, and attitudes on the subject he selects to talk about. The group members are not to ask telling questions, or to inject their own ideas and opinions.
- Whatever the person in focus says is to be *accepted.* Questions should be asked only in an attempt to draw out and clarify his thoughts.

- At the end of each five-minute focus period, each group member is to rate himself on how he:

  Focused on the person in focus

  Drew out the person in focus

  Accepted what the person in focus said

1	2	3	4	5
High				Low

- The person in focus is to rank the members of the group on the same three items.
- The group may then discuss how they rated themselves, and the person in focus may tell how he rated the individuals in the group.
- The students may make individual entries in "Notes to Myself" and complete "I learned" statements.

ACTIVITY 10 HOW DO I FEEL ABOUT THE BEHAVIOR OF OTHERS?

These activities are to help you recognize the need to clarify values about your community.

(1) **Slide Activity**

Take camera slides of people and places in your community. After the slides have been developed, show them to the class and try to supply titles for them. What do you feel the person wanted in the situation? What values do you think the person is expressing? What else might the person have done to get what he wanted? How do you feel about the act? What might you do in a similar situation?

(2) **Newspaper Activity — Viewpoints Reflect Values**

Look through a recent issue of your school or local newspaper to find a story about a destructive act that took place in your school or community. For example, a group of students broke some windows in the building. Identify the opposing positions in this controversy: These students had every right to break the windows and should be rewarded, or these students had no right to break the windows and should be expelled permanently. Your assignment is to try to find as many differing views as possible. Poll your class. Have the students indicate their positions on a value continuum on the chalkboard or overhead projector to demonstrate all the possible viewpoints.

TO THE TEACHER: ACTIVITY 10

You may wish to ask the students if they are willing to *do* something in response to the feelings they have about the situations they encountered with this activity. These feelings, whether positive or negative, probably relate in some way to a personally held value. Students may check to see how the responses they select fulfill the criteria of the valuing process.

ACTIVITY 11 VALUES GRID

This is an activity to help you clarify some of your values. Draw this grid in your "Notes to Myself."

Value Statement	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

BERRY'S WORLD
1973 by NEA, Inc.
Jim Berry

"Did you make any interesting 'value judgments' today, dear?"

TO THE TEACHER: ACTIVITY 11

By using a value grid, the students can put some of their own values through the *Valuing Process.*

- Allow two to ten minutes for students to write five to ten value statements in the left-hand column.
- Now that you have *elicited* and *accepted information,* the next step in the value clarification process is to *clarify* the person's *feelings, thoughts,* and *actions* about his stated values.
- Here are the seven clarifying statements that the students are to respond to on their grids. If they answer "yes" to the question you read about a value they have listed, they are to put a check (✓) in the column that is numbered the same as the question.

QUESTIONS

1. Is this item something you prize, feel good about, or cherish?
2. Have you or are you willing to publicly state that you believe this?
3. Did you *freely* choose this?
4. Did you examine other alternatives before selecting this one?
5. Have you considered the consequences of holding this value?
6. Have you done something about this value?
7. Have you done this over a period of time, forming it into a pattern of behavior?

Ask the students to look back over the checks they made on their value grids. If they checked all of the boxes for a value statement, that statement is one of their values.

Ask the students to comment on the check patterns on their values grids by voluntarily sharing personal insights with the whole group through these statements in their "Notes to Myself."

- I learned that I . . .
- I realized that I . . .
- I was surprised that I . . .
- I was pleased that I . . .
- I was displeased that I . . .
- I discovered that I . . .

ACTIVITY 12 RANK ORDERING

This is an activity to help you clarify your feelings about social issues.

Read the following statements and rank order them 1, 2, or 3. Number 1 is the most desirable and 3, the least desirable. Form a circle with four or five students near you. Then have your group agree on a rank order for each statement.

A real friend would: (Rank order from most desirable (1) to least desirable (3).)

- condone your use of drugs
- try to talk you out of using drugs
- listen but not pass judgment

Which of the following persons are the least harmful to society? (Rank order from least harmful (1) to most harmful (3).)

- a drug pusher
- a major polluter
- a smut peddler

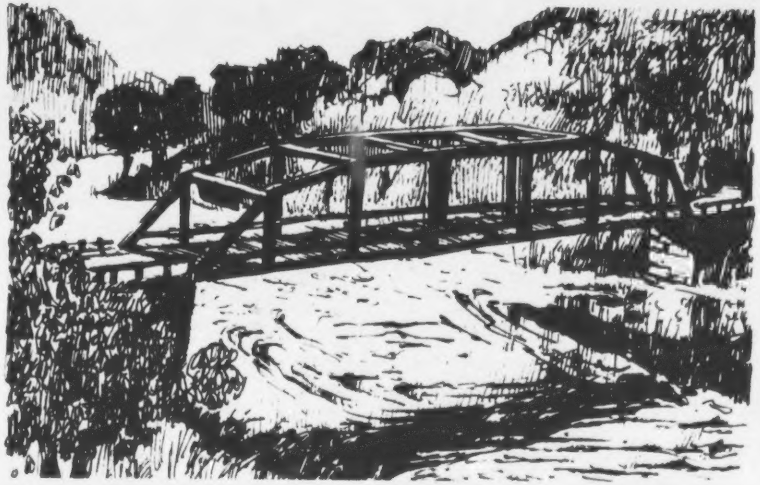
Government money should be spent first on: (Rank order from most desirable (1) to least desirable (3).)

- cancer research
- anti-poverty programs
- pollution control

TO THE TEACHER: ACTIVITY 12

After each group has finished rank ordering the statements, it should make up two more lists of issues to rank order. Then have the class rank the items on some of the lists.

ACTIVITY 13 ALLIGATOR RIVER EPISODE



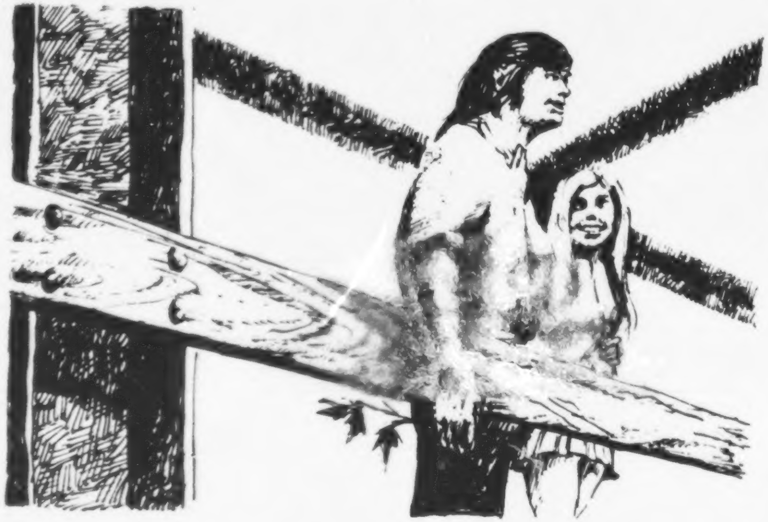
This is an activity to let you make some value judgments about human behavior.

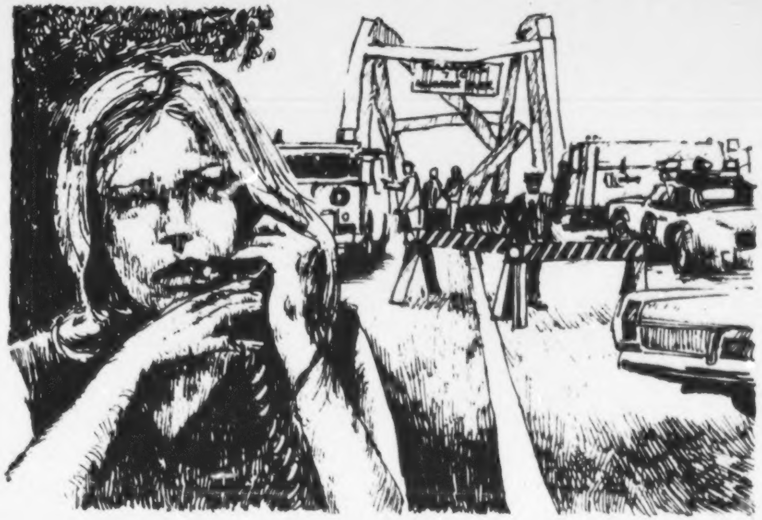
Once there was a river called Alligator River. It was called that because it was full of alligators. No one could swim in it. As the years passed, the alligators died off, but the river kept its name. It still wasn't good for swimming because of pollution caused by dumping from various factories, including the Alligator Leather Goods Company.

On one side of the polluted river lived Angie. She was a very attractive, fifteen-year-old, who was sweet and kind to everyone and made no trouble for her parents. She was going steady with Gary, who lived on the other side of the river. He liked going steady with Angie because she was so popular and pretty and never did anything to get into trouble. Angie was happy that she and Gary were going together, though they went to rival schools.

Angie and Gary used to meet every afternoon after school on the old bridge over the Alligator River. Both of them were oblivious to the hundreds of cars that whizzed past them every day. They thought about the bridge only as a beautiful spot to meet.

Then one day, Gary wasn't there and Angie could not imagine what had happened. She went home feeling low. She was wondering what to do, when the phone rang. The caller was Gary. He sounded far away and not at all like himself. He told Angie he was feeling awful and having a "bad trip." He was alone and pleaded with her to come over to his house to help him.





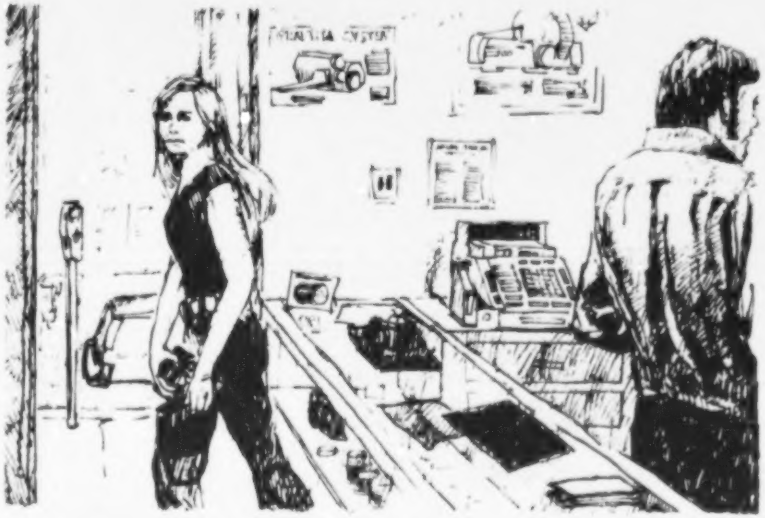
Angie immediately ran out of the house to go to help Gary. Just as she reached the bridge, she saw that it had finally collapsed from age and the weight of too much traffic. Angie wished she could swim across, but she knew that no one would dare to do that because the water was so polluted. What could she do? Gary needed her, and he might die without her help.

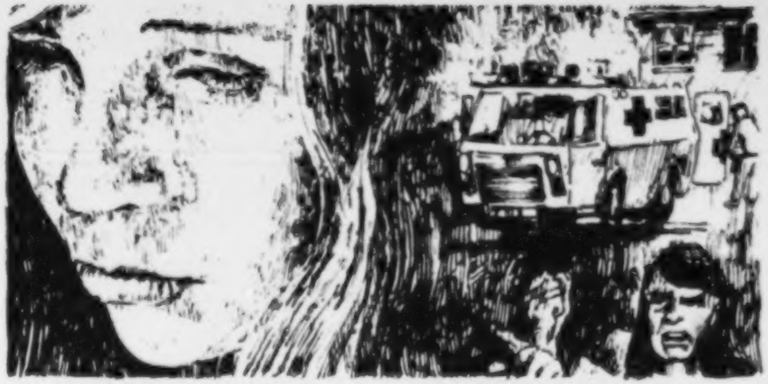
Finally she remembered Sam, a boy from school who had his own boat. Maybe he would take her across in his boat. Angie dashed over to Sam's house and asked. She told him about Gary's illness and explained that the bridge had collapsed.

Sam was willing to help Angie, but for a price. He told her he would take her across if she stole a camera for him from one of the stores down the street. Angie was horrified and pleaded with Sam to take her across without that condition. Sam would not change his mind.

What could Angie do? She went over to Bob's house nearby to ask him for help. Bob was a good friend who always listened well. She told Bob why she had to go across Alligator River and asked him to talk Sam into taking her without the condition. Bob liked Angie and would have liked to help her, but he did not want to get involved. He did not believe in violence and knew that, if he interfered, Sam might get violent. He felt this wasn't any of his business, so he apologized to Angie for not helping.

Angie thought for a while, then, seeing no other alternative, agreed to steal for Sam. She managed to shoplift the camera Sam wanted and took it to him. Sam then took her across the river.





On arriving at Gary's home, she found Gary very ill, so she got medical help. At first Gary did not know what was going on around him, but later, when he recognized Angie, he was very glad she had come when he needed her.

Gary, however, got "busted" for being on drugs. He realized that this was because of the help Angie had gotten for him. He was angry with Angie, feeling that she had turned him over to the Establishment. Angie told him that the only reason she had done everything she could was because she loved him. He would have died without medical help. In her desperation, she revealed that she had stolen a camera for Sam just so he would take her across the river.

That was the final straw! Gary was very shocked that Angie had stolen. He just couldn't believe that his ideal girl had shoplifted. He felt that she was no different from any other girl he had ever known. He told Angie he wanted nothing more to do with her.

Angie was heartbroken. In her unhappiness, she turned to Butch, who lived down the street. Butch became very angry when he learned how Gary had treated Angie. He felt Gary did not deserve her. He went over to Gary's and beat him to a pulp, leaving him sprawling on the ground.

Just as Gary opened one eye, he saw Angie walking away with Butch.

Rank Angie, Gary, Sam, Bob, and Butch in terms of desirability as friends or close associates.

After you have finished, get into groups of twos or threes and discuss reasons for your rank ordering.

TO THE TEACHER: ACTIVITY 13

Refer to the story in other sessions, adding other input to see whether or not the rank order changes. Other suggested facts to bring in are:

- Angie has shoplifted before, though no one knows about it.
- Sam has had other people shoplift for him and has made Gary sell the stuff to support his drug habit.
- Gary is grateful to Angie for coming to his help, even though he finally got "busted."
- Angie is black, and the other four are white.
- Gary is Mexican American, and the others are white.
- Sam is white, and the others are black.
- Gary, Sam, and Butch are members of a motorcycle gang that is competing with other gangs for leadership.

ACTIVITY 14 DESTRUCTIVE BEHAVIORS IN MY WORLD

This is an activity to help you realize that clear values are a resource of behavior, aiding you in clarifying what you want and suggesting a method for finding alternative means of satisfying your wants.

Keep a destructive behavior diary in "Notes to Myself" for one week. Each day list every destructive act or behavior you see or come in contact with. Record the time of the incident, how many persons were involved, and where the incident took place (home, school, etc.) At the end of one week, review the incidents in your journal, answering the following questions:

- What needs were the persons trying to satisfy?
- In what ways were the persons' acts destructive?
- What values do you think the persons held?
- How else might the persons have acted to satisfy their needs?

ACTIVITY 15 MAGIC CONTAINER

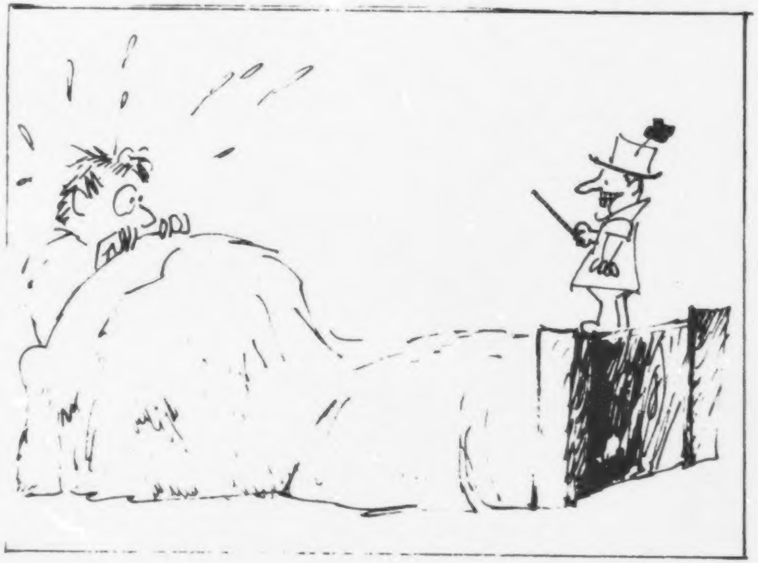
This is an activity to help you clarify your feelings and wants.

Form a circle with four or five students near you. Your teacher will give each group a container. Think about some things you would like to own that would fit into it. Then have each member name some things he would like to have in the "Magic Container."

ACTIVITY 16 THREE WISHES

This is an activity to help you clarify some of your beliefs, feelings, and attitudes.

You are going on a fantasy trip to the land of "Three Wishes." Let's say that tonight, when you start to pull the bed covers over you, you hear a tapping at your door. When you go to the door, you see a tiny green leprechaun, who promptly informs you that he is the good leprechaun who can grant you three big wishes. Write your three big wishes in your "Notes to Myself."



ACTIVITY 17 IMPACT PEOPLE INTERVIEWS

This is an activity in which you interview people who have acted on their values and made constructive decisions to achieve their goals.

Interview several people who have accomplished the goals to which you aspire. Make up some questions that will help you: (1) define the goal, (2) determine the decisions that were made to accomplish the goal, and (3) identify some of the values that the individual indicated as he accomplished the goal. Practice interviewing others in the class.

Following the interviews, you may want to ask yourself the following questions:

- Do you still prize this goal?
- Did you freely select this goal? Did the people you interviewed select their goals?
- Have you done anything about your goal?
- Do you and the persons you interviewed share similar values?

Complete the following in your "Notes to Myself":

- By interviewing this person, I discovered that. . . .
- This interview helped me with. . . .
- Now I will. . . .

THOUGHT STARTER:
"Man's mind stretched to a new idea, never goes back to its original dimensions." Oliver Wendell Holmes.

ACTIVITY 18 WAYS IN WHICH PEOPLE DECIDE *

This is an activity to help you think through the method you are using to make value decisions about life goals.

People often ask, "What shall I do?" There is no easy answer. It depends first on what you want to do with your life and second, on whether or not your action will help you to meet your goal. This means that you need to clarify your long-range goals.

Different people use different methods to make value decisions about life goals. A method that works for some people may not work for others. There are four basic methods. After you read each of them, decide for yourself which works best for you.

- The first method is "acceptance of authority." In this method you believe or do what someone or something says you should believe or do. The authority may be a *religious writing* like the Koran and the Bible; a *divine Being* or prophet, like Jesus, Mohammed, and Zoroaster; a *parent*, a *teacher*, or a *great person*; the *custom of society*; or an *inner voice*. You accept the commands, rules, or principles of the authority, whoever and whatever the authority is. The acceptance of authority is of two kinds: (a) uncritical acceptance, which means that you do not question but merely obey, and (b) reasoned acceptance, which means that you give thought to what it means to follow what is set forth.
- The second method is called "feeling." In this method, a person does whatever feels right or good to him. He does not concern himself with what others think he ought to do. He does not do complex reasoning. He merely does what feels right for him and follows his impulse rather than any course of reason.
- The third method is referred to as the "rational study of men and the universe." Those who use this method use logical reasoning to find out what their goals are. Certain values and standards already exist as part of the way the world operates. So a person needs to use his head (rational study) to figure out what the goals are.

- The fourth method is the observation and testing of experience. This means taking a careful look at all the facts to determine the best thing to do. A person adopts goals in life. He finds that he can proceed toward those goals in many ways. He chooses one particular way, and as he follows that way, he asks himself: "Is my goal a good one? Is this way really helping me to achieve my goal? Is there a better way?" By asking such questions, the person is testing his experience. On the basis of that testing he may decide to choose another goal or another way toward his goal. The observation and testing do not have to be from one's own experience. They may be from the experience of mankind, from a particular society, from other individuals, or even from a controlled situation, as in a laboratory experiment.

In groups of four to six, discuss the following questions about the development of your values:

- Do you follow one of these four methods all the time, or do you follow one method sometimes and another method other times?
- Do you know of anyone who does not follow any of these four methods to clarify his values about life goals? What method(s) does he use?
- Are there any other methods you use for clarifying your life goals? If so, what are they?

---

* The ideas for this discussion were taken from *Values and Decision Making* by Alexander Campbell. Cleveland, Ohio: Educational Research Council of America.

REVIEW
HOW DO YOUR VALUES AFFECT YOUR DECISIONS?

When you cannot make a decision, probably there is a conflict of wants or of values. Clarifying your values will help you make your decision.

Here are questions to ask yourself so you can clarify the values that affect your decision:

1. Do you have any decisions to make now?
2. What alternatives are open to you, what might their consequences be, and which one(s) do you think will best get you what you want? Use books, magazines, the library and other people's experiences to check this out.
3. What are some of the things that are important to you in this decision, or what are your values here? (Use valuing process here if you need to.)
4. Do any of the values you hold seem to be keeping you from making this decision?
5. List all the values involved in this decision and rank order them, that is, number them in order of importance, with #1 the most important, etc.
6. Are any of your values holding up your decision?
7. If so, think about it for a while and come back to it later.
8. How can you make a decision that will clearly represent your values?
9. If you still cannot make a decision, repeat the process above.
10. What is your final decision?
11. How did clarifying your values affect your decision?

TO THE TEACHER: REVIEW

You may want to run through this checklist when your students complete a values activity. Be sure to stress what "value" is being discussed.

ACTIVITY 18A
EVALUATING MY VALUES

This is a concluding activity to help your students evaluate themselves according to the objectives of this unit.

TO THE TEACHER:

Have your students turn to the objectives for this unit. Each student should write his response to each objective in his "Notes to Myself." Allow about fifteen minutes for this activity. It is helpful to periodically check with your students on the progress they are making in their notebooks.

A class discussion of the responses will give you some indication of how well your students have accomplished the objectives of this unit.

If one or more students indicate that they have not accomplished the objectives, you should discover the source(s) of the problem through individual or group discussion. It may be necessary to repeat some activities or develop new ones before proceeding to the next unit.

IN CONCLUSION

Values were defined as strongly held beliefs that a person has freely chosen, prized, and acted upon.

There are many theories about values. The approach used in this unit was "The Valuing Process," developed by Dr. Sidney B. Simon and his associates. You can determine which of the beliefs you hold are really values by putting your beliefs through the valuing process.

The experiences in this unit were limited to those that involve possible values you hold in relation to yourself, to other people, and to property. Values, like all other things in life, change. It is important that you choose what is right and helpful for yourself and others. What you may value in the future may be different from what you value today or what you valued in the past.

The purpose of this unit was to help you define, develop, and clarify your values so that you can make decisions that best recognize the human worth of both yourself and others.

Most of the strategies used in this section stem from workshops given by Dr. Sidney Simon of the University of Massachusetts at Amherst and appear also in the book, VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS. Hart Publishing, New York, 1972. Sidney B. Simon, Leland How and Howard Kirschenbaum. For further information on Values Clarification, including a list of national workshops, write to: Values Associates, Box 43, Amherst, Massachusetts 01002.

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Values

Ashton - Warner, Sylvia. *Myself*. New York: Simon and Schuster, 1967.

The author recalls her youth and her struggle to harmonize the demands of artist, wife, and mother as she became a teacher. Throughout the book, the emphasis is on the idea that everyone needs to be true to himself.

Baez, Joan. *Daybreak*. New York: Avon Books, 1971.

This is a book about Joan Baez's early life, family, and philosophy of life. It talks about her dreams, her work in non-violence, and how she was introduced to that philosophy.

Cleaver, Eldridge. *Soul on Ice*. New York: Dell Publishing Co., 1970.

This book presents Cleaver's philosophy and his program for social and political change for American society, including the black segment.

Erikson, Erik. *Identity: Youth in Crisis*. New York: W. W. Norton, 1968.

In an attempt to enlarge the reader's vision, Erikson presents a perspective from which we may judge both ourselves and others. Erikson treats the question of identity from a viewpoint that includes both the psychoanalytic focus and the sociological environment. He tries to make the reader understand the idea of negative identities and the often bizarre attitudes of youth in coming to terms with the paradoxes and tensions of the identity crisis.

Ginzburg, Eli. *Values and Ideals of American Youth*. New York: Columbia University Press, 1961.

This is a selection of twenty-two papers prepared for the 1960 White House Conference on Children and Youth. The essays are grouped under three main headings: the development and adaptability of youth, problem areas for youth, and values for youth.

Hunter, Kristin. *The Soul Brothers and Sister Lou*. New York: Scribner, 1968.

This is a novel that is insightful for both young and old. A fourteen-year-old girl, Loretta (Sister Lou), and Fess are members of a newly-formed neighborhood club. When a white policeman kills an innocent fellow member, Lou and Fess react

in different ways. The novel deals with human emotions, the idea of justice, reactions in tense situations, and the members' discovery of "soul."

Kunen, James. *The Strawberry Statement.* New York: Avon Books, 1971.

Kunen, a former Columbia University student, talks about the frustrations and needs of the American college student.

Raths, Louis E., Merrill Harmin, and Sidney B. Simon. *Values and Teaching.* Columbus, Ohio: Charles E. Merrill, 1966.

This book outlines a theory of values and a methodology to clarify values. It shows how to work with others to help them clarify their own values. Although the book should be useful to all persons, it is directed especially to teachers.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. *Values Clarification.* New York: Hart Publishing Company, Inc., 1972.

This book is designed to engage students and teachers in the active formulation and examination of values. It does not teach a particular set of values, and there is no sermonizing or moralizing. The goal is to involve the reader in practical experience, making him aware of his own ideas, feelings, beliefs, and decisions based on his own value systems.

Vonnegut, Kurt, Jr. *God Bless You Mr. Rosewater.* New York: Dell Books, 1965.

This is a novel of "black humor." What seem like jauntily casual satires on the surface are, in fact, carefully and exactly rigged sermons. For example, Mr. Vonnegut sermonizes that money prevents its owners from becoming fully human. The book is actually funny to read, but it has an underlying tone of earnestness.

Wojciechowska, Maia. *Tuned Out.* New York: Dell Books, 1969.

This is a novel about sixteen-year-old Jim, whose summer becomes a nightmare when his older brother, Kevin, comes home from college. Kevin has changed a great deal during his year away. He has many doubts and has developed an urgent need for drugs like LSD. Their parents do not recognize the change in Kevin, so Jim tries to cope with it.

UNIT 5

SPEED LIMIT 35
SENATE HEARINGS WATERGATE
RESPONSE

ME

THE NEW MODEL

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*Indented items appear only in the Teacher Manual

WHY STUDY RESPONSE?

MON
SUN
11
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THUR
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WED
7

SPEED
LIMIT
35

How we respond to particular situations in life depends upon both our awareness of the dynamics involved and our knowledge of different ways to deal with each situation, problem or feeling. This unit will consider ways people respond to their dissatisfactions, problems, and frustrations.

To live more effectively we should increase our skill in decision making and increase the number of ways we have of dealing with our frustrations and problems.

This unit emphasizes the consideration of alternative responses and their probable effects. You will be encouraged to take increased responsibility for your own actions and feelings.

Being aware of your needs and the probable effects of your behavior on both yourself and others may help you as you

1) consider alternative responses
2) select the response that is most consistent with your own life goals.

OBJECTIVES

Two roads diverged
in a yellow wood...

At the end of this unit you should be able to:

1. Use the seven step decision making process to make a personal decision, providing written documentation for each step.
2. List four community groups available to help people make responses.
3. Applying the principle for taking ownership for your actions and feelings, find the discrepancy in the statement "You make me so angry."

ACTIVITY 1

COMPLETE SENTENCES ON FEELINGS

This is an activity to help you clarify your feelings. Complete each of the following thought starters in your "Notes to Myself" with only one word. You may not use any word more than once. How many different words can you use to describe the way you feel?

When I am with a friend, I feel ____________________
and I usually ____________________

When I am alone, I feel ____________________
and I often ____________________

When I meet new people, I feel ____________________
and I usually ____________________

When I am with my family, I feel ____________________
and I often ____________________

When I am some place I have never been before, I feel ________
and I usually ____________________

When I don't know what I want to do, I feel ____________
and I often ____________________

When I am with people older than I am, I feel ____________
and I usually ____________________

When I am with people younger than I am, I feel __________
and I often ____________________

When I have a problem I can't solve, I feel ____________
and I usually ____________________

THOUGHT STARTER:

"The best qualification of a prophet is to have a good memory."
Halifax

Some Questions for Discussion:

In each of the preceding situations, what needs are you trying to satisfy?

In what ways other than the ones you listed might you have satisfied the same need?

What resources were you using to satisfy your needs?

How did you handle your frustrations?

Give an example of a response you made recently in a frustrating situation.

TO THE TEACHER: ACTIVITY 1

As the students identify the relationship of feelings to behavior, encourage them to consider what basic need was being either met or frustrated.

ACTIVITY 2 BROKEN SQUARES

This is an activity to help you see how you respond to a group task situation.

The purpose of this activity is to develop increased awareness of different ways people respond to a group task.

The class will be divided into groups of six students each. Five students will participate in solving the group's task. One will observe.

Instruction to each group:

The teacher will give each group five envelopes that contain pieces of cardboard. The task is to form *five squares* of equal size, using only the pieces of cardboard in the envelopes.

Specific limitations (rules) imposed on each group during this activity:

- No member may speak.
- No member may ask another person for a piece of cardboard or signal that another person is to give him a piece.
- Members may, however, give pieces to other members.

Check with the teacher to be sure that the instructions are clear and all questions answered. Do not begin until the teacher gives the signal.

THOUGHT STARTER:

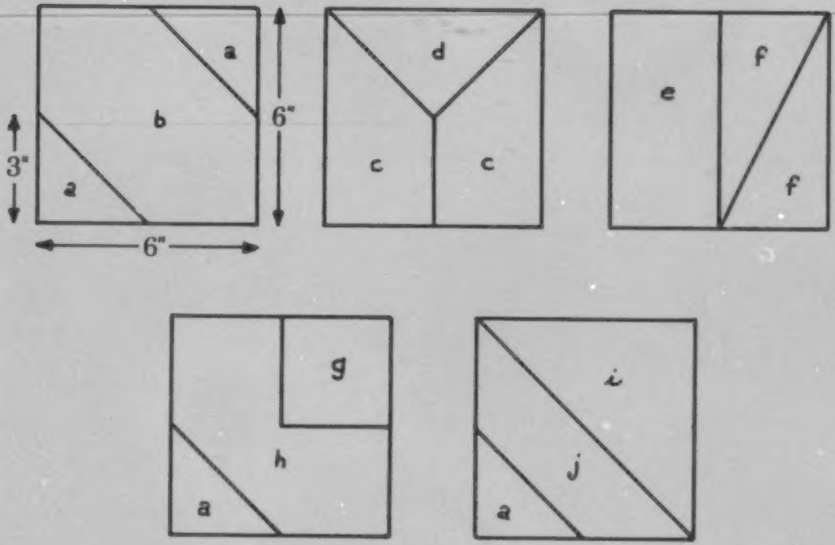
"All great discoveries are made by men whose feelings run ahead of their thinking." - Charles H. Parkhurst

DIRECTIONS FOR MAKING A SET OF SQUARES

TO THE TEACHER:

You will need enough sets to provide one for each group of six students. A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. Each of the five participants receives an envelope. The observer does not.

To prepare a set, cut out five cardboard squares of equal size, six-by-six inches each. Place the squares in a row and mark them as below, penciling the letters a, b, c, etc., lightly so they can be erased later.



Draw the lines so that when the pieces are cut out, those marked "a" will be exactly the same size, those marked "b" the same size, etc. Use multiples of three so that several combinations will make one or two squares, but only one combination will make five squares six by six.

After drawing the lines on the six-by-six-inch squares and labeling them with lower case letters, cut each square into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces i, h, e
B a, a, a, c
C a, j
D d, f
E g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use.

Divide the class into groups of six and read together the instructions in the Student Book. Make sure that everybody understands the instructions. Give the observer an instruction sheet and an opportunity to ask privately for clarification. Hand out the packets, and signal for the activity to begin. Use your own judgment as to time, but allow no more than 20 minutes, whether or not all the groups have completed the activity.

Following the activity, have the observer discuss the questions on the observer sheet with members of the group. Then the observers may meet in a fishbowl to discuss what happened. (See the Introduction if you have not used this technique.) At the appropriate time, discuss the following with the class:

- What are some of the feelings you experienced during this activity?
- In what way did your feelings influence your behavior, that is, your response to the situation?
- At what point, if any, did you find your own personal values influencing the way you responded to the problem?
- What other factors contributed to your responses to the problem?
- What alternative responses did you consider?

INSTRUCTIONS TO THE OBSERVER/JUDGE

Observer:

Your job is part observer and part judge. Make sure that each participant observes the rules.

1. No talking, pointing, or other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not request pieces from other group members.
3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

Do your best to enforce these rules strictly.

As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?
2. Does anyone finish his puzzle and then ignore to some extent the struggles of the others?
3. Is there anyone who continually struggles with his pieces but yet is unwilling to give any or all of them away?
4. How many people are actively engaged in mentally putting the pieces together?
5. Periodically check the level of frustration and anxiety. Who is pulling his hair out?
6. Is there any critical turning point at which the group begins to cooperate?
7. Does anyone try to violate the rules by talking or pointing to help fellow members solve their puzzle?

ACTIVITY 2A
HOW TO SUCCEED AT CIRCLES

This is an activity to help your students become more aware of methods a person may use to influence others.

TO THE TEACHER:

This is a physical activity in which only those with good health and no disabilities should be allowed to participate. The purpose is to recognize the different needs a person tries to satisfy through each response.

In the center of the room, eight to ten students form a circle, locked arm in arm. Three or four others go into the hall. Those in the circle try to keep anyone else from entering or breaking into the circle. One by one, the students in the hall enter the room and are told that they are to try to figure out a way to enter the circle.

The ways people try to enter the circle may be similar to the ways they solve problems. Other members of the class should observe as silently as possible how each tries to enter the circle.

You may want to discuss the following questions with your class:

- Did the student try to crawl through a gap?
- Did he try to break through physically?
- Did he appeal to his friends in the circle?
- What needs was the individual trying to satisfy by getting into the circle?
- What alternatives did he use?
- How much consideration did he give to the effects of each alternative?
- How would you have tried to get into the circle?
- Why would you have used that particular method?

ACTIVITY 2B
WE WANT WHAT YOU HAVE

This is an activity to help your students become aware of how they deal with frustration.

TO THE TEACHER:

Select from the class one group of seven or eight students, and another of four or five. The rest of the class serve as observers. Give the small group something concrete, like a football or a book, which the large group is told to try to get from the smaller group. The large group is to try various ways to get the object away from the small group. Continue the activity for four to five minutes. Switch group roles. Repeat the experience, and then have the class discuss the following:

- What did you do to get the object?
- When you owned the object, how did you try to keep it?
- How did the other members in your group try to get the object?
- When your strategy did not work, what did you do?
- Which method worked best for you and your group? Why?
- How did you feel about the other group's wanting what you had?
- When you owned the object, how did you feel?
- Did you share the object with anyone in your group or outside your group?

ACTIVITY 3 OF MICE AND MEN

This is an activity to help you clarify your feelings about human behavior.

"Rats and men seem to go through pretty much the same stages. First, they are trained to habitually make a given choice when confronted by a given problem; secondly, they get a terrible shock when they find that conditions have changed and that the choice doesn't produce the expected results; third, whether through shock, anxiety, or frustration, they may fixate on the original choice and continue to make that choice regardless of consequences; fourth, they sullenly refuse to act at all; fifth, when by external compulsion they are forced to make a choice, they again make the one they were originally trained to make — and again get a bump on the nose; finally, even with the goal visible in front of them, to be attained simply by making a different choice, they go crazy out of frustration. They tear around wildly; they sulk in corners and refuse to eat; bitter, cynical, disillusioned, they cease to care what happens to them." Philip H. Phenix

- How do you feel about this statement? Can you give an example of human behavior that might follow the above description?
- What might cause an individual to follow the pattern of behavior noted in the description?
- Does everyone respond to difficulties in the way described by the author? What are some of the differences between mice and men in relation to both needs and behaviors?
- Do you think most people make decisions this way? Why or why not?
- How do we go about ridding ourselves of old, ineffective behaviors and adopting new, more helpful methods?
- How do you decide?

TO THE TEACHER: ACTIVITY 3

Through this activity, you can have the students discuss responses, using topics such as:

How people respond
Responses that are typical of our society and individuals within our society

ACTIVITY 4 LEARNING AGGRESSION

This is an activity that introduces you to some research in aggression.

Aggressive interactions occurring among three-to-four year old children in two middle class nursery schools were recorded for approximately 60 sessions over a 26-week period. For each aggressive act a detailed notation was made of the specific action, the victim's reaction, and the teacher's behavior. The hypothesis was proposed that the "victim's" reaction would have a critical effect on the aggressor's subsequent behavior. If the victim complied with the aggressor's wish or otherwise reinforced the aggressive act, it was predicted that the aggressor would be more likely to aggress against the same child on a subsequent occasion. However, if the victim counter attacked or the teacher intervened, it was predicted that the aggressive response would be temporarily suppressed and redirected to another child.

The results strikingly confirmed these propositions. The large majority of the aggressive responses resulted in a gain for the aggressor. (Patterson, Rittmen, and Bricker, "Assertive Behavior in Children." *A Step toward a Theory of Aggression.* Monogr, Soc. Res. Child Div., 1967, 32.)

- What are the implications of the above study?
- How do we learn to be aggressive?
- What alternatives do we have?

THE AGGRESSIVE RESPONSE

One reason people select violent ways to solve personal or social problems is that for some people and in some situations those ways work — at least temporarily. As noted in the previous study, when a child got what he wanted by attacking another child, he tended to repeat the behavior in other situations.

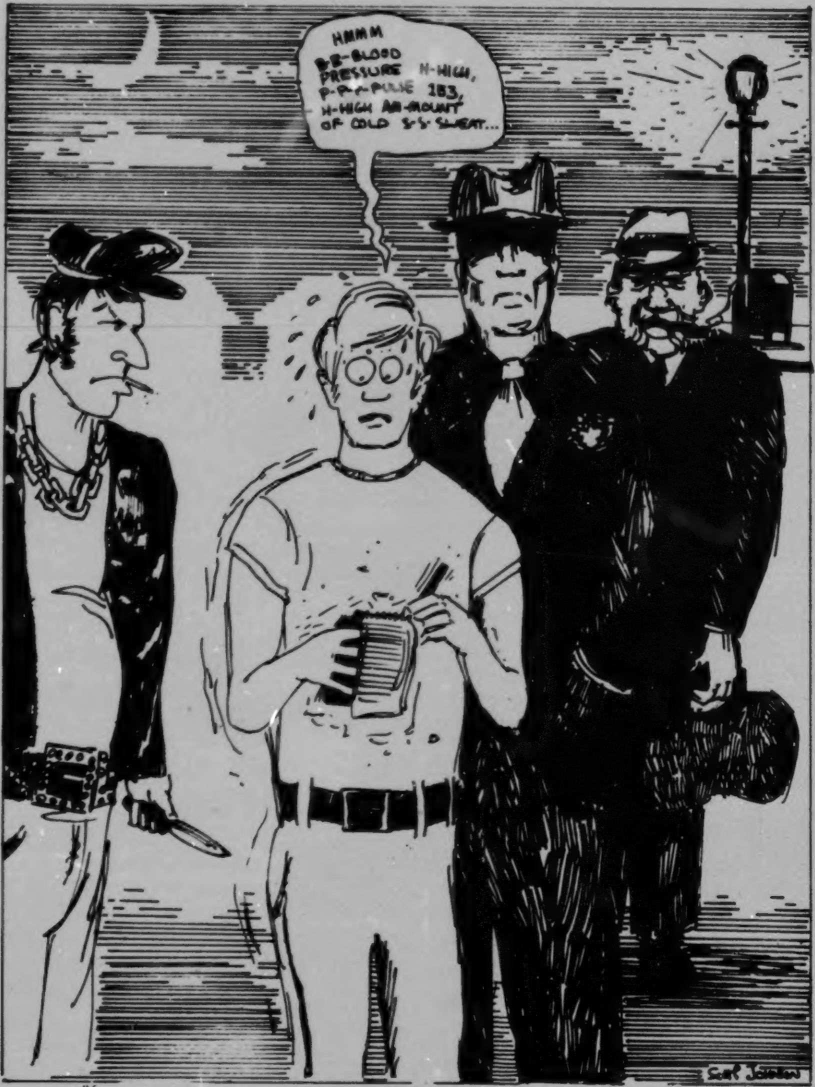
A person who is rewarded for fighting either by physical gain or by popularity among his friends is more likely to adopt fighting as a way of handling his problems than a person who has found other ways of gaining security or peer respect and friendship. The reward gained by any behavior, violent or otherwise, is called reinforcement.

We learn violent behavior in a number of ways other than by reinforcement. Sometimes we see others whom we respect gaining from forcefully aggressive acts. Reading or watching motion pictures or television may cause us to believe that our society not only accepts but recommends violent behavior. Often only the positive outcomes of aggression are noted, and the negative effects on self and others are ignored.

In many situations the emphasis is on victory or success. Little attention is given to how the methods chosen to gain that victory affect someone else. A win by one person often means a loss by another. Such a win may be a gain at the moment, but what might be the long-range consequences of such a victory? Questions like this are being asked as we face the task of living in an increasingly complex society, where both the short-range and the long-range consequences of our behaviors must be examined and reexamined.

For centuries we have used war, authoritarianism, conformity, personal and social violence, and institutional threat to provide for security, esteem, and growth. Now we are examining those methods to ascertain their probable immediate and long-range consequences on both ourselves and others. One of our major problems is that we cannot seem to stop using those methods long enough to find valid alternatives.

"Sorry fellas, but before you roll me, I want to write my response in my notebook!"


HMMM
B-B-BLOOD PRESSURE H-HIGH, P-P-P-PULSE 183, H-HIGH AM-MOUNT OF COLD S-S-SWEAT...

TIME OUT FOR REVIEW

In earlier units, you have come in contact with some of the underlying causes of human behavior. Behavior has not only causes but also effects — on oneself and on others.

Consequences may be looked upon in two ways:

Immediate effects — the immediate effects of a behavior on oneself and on others. For example, the immediate effects of speaking sarcastically to another might satisfy you, but might hurt or anger the one rebuked.

Remote or long-term effects — the effects that are not readily visible or known. For example, in the above situation, the remote effects might be to lose a friend or to make an enemy. This, in turn, might also have other long-term effects.

Evaluation of one's response indicates:

Understanding the feelings and motivations involved

Understanding reasons why a particular alternative is chosen

Examining both the immediate and the remote effects of the behavior (response)

If you are not responding as you would like, you may wish to examine numerous alternatives available and the possible immediate and long-term effects of each. By doing this YOU MAY FIND A BETTER WAY of responding.

ACTIVITY 5 WHAT WOULD YOU DO

This is an activity to help you identify different ways of dealing with frustration. Write down your response to the following questions in your "Notes to Myself."

Remember a time when you got yourself into a difficult situation with your .... teachers

...... parents

...... boy/girl friend

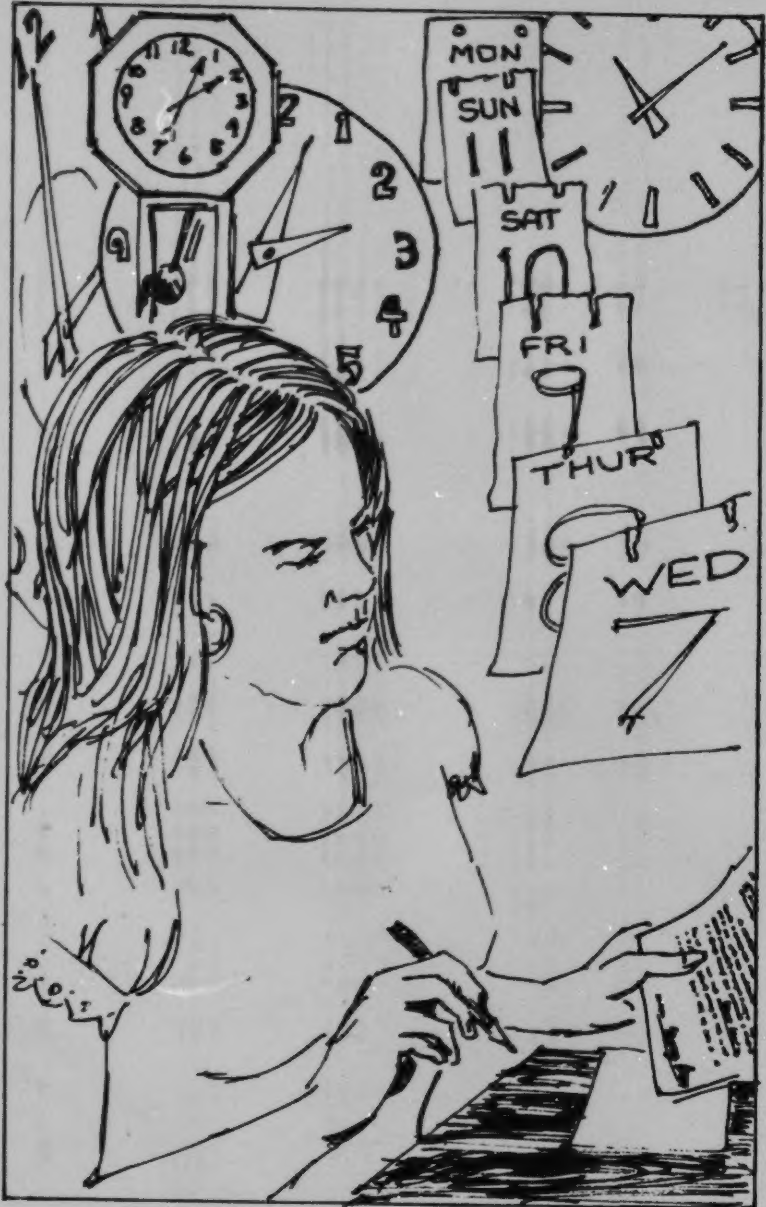
- How did you feel?
- How do you feel about it right now?
- What did you want to do then?
- What did you do?
- What do you think you would do now?

Think of a recent time when you were not sure what response you wanted to make. Even after you had responded, you were not satisfied with what you had done.

- How did you feel then?
- How do you feel now?
- What did you want in that situation?
- Have you thought of any responses you could have made?
- How do you think you would respond now in a similar situation?

Think of the person you feel is the most aggressive, hostile, and negative toward you right now. Every time you say something to him (her) you feel he (she) is trying to start a fight with you.

- How do you feel now when you think about the person and your relationship with him?
- What did you do about it then?
- What do you think you would do about it now?
- Did you have any alternatives before?
- Do you have any alternatives now?


MON
SUN
11
SAT
10
FRI
9
THUR
8
WED
7

Think of a time . . .

THE DECISION-MAKING PROCESS

The steps involved in making effective personal decisions include the following:

- *First,* you examine what feelings you are trying to satisfy — what motivating forces seem to be operating.
- *Second,* you examine the probable immediate and remote effects of a selected behavior.
- *Third,* you examine the behavior in light of your own personal standard — your own goals and philosophy of life.
- *Fourth,* you may decide either for or against the selected behavior.
- *Fifth,* if the conflict is not resolved, you search for an alternative course of action that will satisfy the feelings you are trying to work out and that probably will have effects that fit your standards.
- *Sixth,* you make a decision.
- *Seventh,* you examine the results of your decision. If it has failed to do what you desired, you modify your behavior in order to reach your goals more effectively.

Application

Situation:

A young man who is concerned about persons who live in ghetto neighborhoods in the innercity is asked to circulate open housing pledges in his own attractive community.

1. What feelings might he be trying to satisfy?
   - Knowing his own desire for a pleasant, healthful place to live, he is aware of the universal desire of all persons for this; therefore he would like to see their feelings satisfied.
   - He has a desire to accomplish something worthwhile that will help others.
   - He thinks his parents would approve of his behavior.

2. What might be the effects of his course of action, which seeks to get people to sign open housing pledges?
    - Might get a lot of attention.
    - Might create a climate conducive for ghetto residents to move in.
    - Might incur the anger of the residents.
    - Might get the young man in trouble with his friends.
    - Might make little contribution to the problem.
    - Might create a group of persons interested in the problem.

3. What happens when he applies his standard to the proposed course of action and its possible effects?

    His standards: That all persons may live in healthful
    surroundings and in dignity.
    That he have approval and love of his friends.

    The young man in the situation finds that the proposed action is, or may be, in harmony with his standard.

4. Deciding possibly for or against a given course of action.

    The young man may decide to go out and collect open housing pledges because the action supports his feelings, because he believes the effects will be positive, and because the action is in harmony with his standard.

    Or

    The young man may decide not to go out and collect open housing pledges because, although the course of action supports his feelings and is in harmony with his standard, he feels that the effects would be more negative than positive. If this is what he decides, then he must go to a fifth step.

5. What alternative course of action can he choose?

6. Final decision.

7. Does the decision do what he wanted it to? He would need to check to find out.

    He must find an alternative that takes into account his feelings, the possible effects, and his standard. One example of an alternative he might find acceptable is to paint posters advocating open housing to be placed in store windows in the community. He may view this as copping out or he may view this as the first step in accomplishing his goals.

DECISION-MAKING SKILLS

I know where and who I am and what I want or value in this situation.

I take full responsibility for what I am about to do.

I isolate the key factor, the one that can be changed or altered.

I find out who else is involved and how he feels about my contemplated action.

I use my heightened awareness and response skills.

I observe the nonverbal messages of others.

I consider both the short- and long-term effects of my behavior.

I use the decision-making process.

USING THE DECISION — MAKING PROCESS IN CONFLICT SITUATIONS

Obviously, one does not use the total decision-making process for every decision one makes. As the decision moves from sheer choice to considerations related to one's basic needs, the difficulty in making the decision becomes more apparent. Decisions are normally of one of the following types:

1. *Sheer choice.* The daily life of each individual is filled with numerous choices of this type. Often these choices are made according to the habits of the individual and are relatively easy to make. Often there is no feeling of even having made a choice.
2. *Choice between two paths to the same basic goal.* In these situations, it is important to the individual to reach the goal, but how he reaches that goal is not important. For example, a woman may try to decide which pair of shoes to wear to a party at which it is important to her that she make a good impression. Or a man may try to decide whether to drive his car or take a bus to work. The goal is very important, but the method of reaching the goal is not. A student may have difficulty in deciding whether to take geometry this year and history next year or vice versa. In each of the above cases, the individual would consider the consequences of each alternative available and then make his choice. However, the decision is *relatively* easy.
3. *Threatening conflict.* This type of situation requires a decision involving several different goals, all of which are very important to the individual. Here the choice is very difficult and often means giving up something that is almost as important as the desired result. Here the need to go through the decision-making process is most important. Serious thought about the matter helps the individual identify the needs involved, consider the alternatives and their probable consequences, relate the needs and their alternatives to his personal values or goals, and make a choice.

Faced with choices of this type, some people refuse to make a decision and suffer the internal conflict created by indecision. Others may make the choice on impulse, without considering needs or consequences, and regret the decision later in life. Both of these methods of handling the conflict tend to have adverse effects upon both one's self and others.

Sometimes one can find an alternative that will take care of all needs involved. The search for this kind of alternative takes time, energy, and thought, but the results are usually worth the investment.

As a class or in small groups you may wish to:

- Identify examples of each of the three conflicts noted above.
- Examine closely situations of the third type — threatening conflicts — discussing in detail the
  - — needs or motivating forces involved
  - — the alternatives available and their immediate and remote consequences
  - — the values that are involved in the decision and that may be in conflict
  - — the alternative you feel you might select if faced with the situation

...Two roads diverged
in a yellow wood...
Robert Frost
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ACTIVITY 6 A TOWN MEETING ON THE SCHOOL CODE

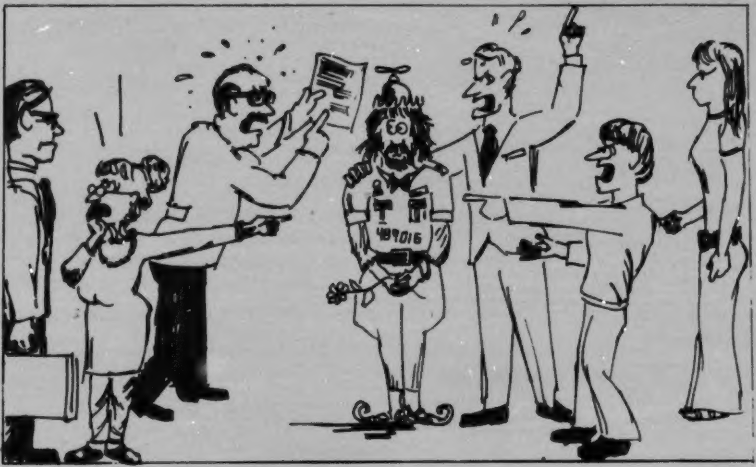
This is an activity to help you role play a behavior situation.

Situation
Controversy over a high-school dress code has board of education members, school administrators, students, teachers, and the entire community in an uproar. The board of education feels that the administration is not enforcing the established code. School administrators say they have made an attempt to enforce it but are not getting the support of all the teachers or of other adults in the community. Most of the teachers and students feel that the dress code is too rigid. Parents in the community have mixed reactions.

Setting
Much has been said about the situation, but the people involved have been unable to arrive at a solution. It has been decided to hold a town meeting at 8:00 p.m. to discuss the problem and to arrive at a solution that is satisfactory in some degree to each of the interested groups. A panel of concerned individuals representing each of the interested groups is preparing a presentation for the meeting. Panel members are:

- A moderator
- A board of education member
- A school administrator
- A teacher who is opposed to a rigid code
- A parent who is in favor of a rigid code
- A parent who is opposed to a rigid code
- A student who represents the student council's opinion that a rigid code is unnecessary

Class Activity
Plan to enact the panel discussion with members of your class portraying the various panelists. Prepare presentations that you think truly represent the persons' views. The moderator is to introduce the panel and determine a system of recognizing the various members. Those not on the panel will enact interested students and adults and will be asked for reactions during the question and answer period that will follow the presentations.



Follow the Panel

After the panel discussion and audience reactions, you can react to some of the following:

- What needs and feelings might have caused the panel members to act and respond as they did?
- As the panel progresses, how well were you able to anticipate how the various panel members would interact?
- What resources did you use in making certain responses?
- How do you feel about the conclusion reached?
- What do you think might be the short- and long-range effects of the conclusion reached? What alternatives were available?
- How might you have responded differently if you had been portraying one of the panel members?
- How or why has some issue that was once a sheer choice created such conflict in numerous communities? What are the needs and resources involved?

ACTIVITY 6A
RESOLVING CONFLICTS

These are simulation games to help your students experience behavior conflicts.

TO THE TEACHER:

Have the students play either *Society Today* or *Blacks and Whites*. If possible, have them role play some of the situations from the games and later discuss them as a class. (Both games are available from CRM Publishing, Del Mar, California 92014).

Games:

Society Today is a simulation game about "making it" in the contemporary social patterns of American society. You are called upon to give your opinions on some of the most burning social issues of today and, in the process, to become more aware of what you actually think about some of the issues you may not have examined in depth before.

Blacks and Whites is a game dealing with "getting on" in the ghetto. Your challenge: to keep the land-hungry type from winning the game cheaply and quickly. It is no accident that the game uses money and property symbols. So long as some Americans are denied what others take for granted, we can never enjoy each other as full human beings.

Questions to discuss after playing the game and role playing:

- What needs was each person in the game trying to satisfy? Which of your needs did you consider?
- What resources and behaviors of the other person influenced you the most?
- In role playing, what alternatives did you think were open to you?
- Did you consider the consequences of each alternative?
- How did you feel about the results of your role playing or game when you played it?

RESPONSIBILITY — TAKING OWNERSHIP OF ONE'S FEELINGS AND ACTIONS

As used by people today, the word "responsibility" has several meanings. One is illustrated in this dialogue. An employer asked a prospective employee if he was a good worker. The man answered, "Yes, sir. Why, on my last job, every time something bad happened, they said I was responsible!" Another meaning is illustrated in these statements: A responsible person never drives without his driver's license. Always turn out the light when you are the last person to leave a room.

However, the word "responsibility" as used in this activity has a quite different meaning. It means taking ownership for one's own feelings and actions. When you exclaim, "You make me so mad!" you are failing to acknowledge that you chose to be angry. By refusing to accept ownership for your feeling, you contribute to your sense of helplessness.

Instead of being made angry, you have made yourself angry. To a greater extent than is generally recognized, a person has the freedom to select the feeling and the action with which he responds to another's behavior. Suppose someone tries to provoke you into a fight by insulting you in front of others. You can choose to get angry, you can make fun of the insult, or you can ignore both the person and the insult.

What does this discussion about responsibility (response - ability) have to do with one's behavior? One who takes ownership of his actions and feelings is in a position to not only change or control his feelings, but to change the situation as well. This person is no longer helpless or acted upon. His behavior is no longer determined by others. He becomes increasingly self-guided, selecting the responses that will be of the most benefit to both himself and others.

Here is a fictional example of a typical household argument:

Teenager: Can I have the car tonight, Mom?

Mother: Where are you going?

Teenager: Oh, wow! Do we have to go through that third-degree stuff every time I ask for the car? You're always making me feel like a kid. (Putting his feelings onto her.)

Parent: You don't have to antagonize me. I merely asked because I like to know where you are and, after all, it's my car. (She chooses to feel antagonized.)

Teenager: You and your precious car tee me off. I'll get a ride with someone else. (He chooses to be teed off.)

The above argument is a typical stalemate. But what if the participants take ownership of their feelings, which is a change in their responses? The dialogue might go something like this:

Teenager: Can I have the car tonight, Mom?

Parent: Where are you going?

Teenager: I'll gladly tell you, but I want you to know I feel you don't trust me when you ask that all the time. (By stating his feeling responsibly, he makes it impossible for her to say: "You don't have to antagonize me.")

Parent: It's not that I don't trust you. I ask because I care about you and where you go. And, by the way, it is my car.

Teenager: That's another thing. I feel you care more about what happens to the car than about me. I'm only going to the library, anyhow.

Parent: I didn't know you felt that way, but you're wrong. Of course I'd be inconvenienced if anything happened to the car, but I'd be devastated if anything happened to you.

Teenager: Mom, I appreciate your concern, but I'm a good driver.

Parent: I know you are, but I worry anyhow. I guess knowing where you are helps me worry a little less.

Teenager: I see that, I guess. Well, can I have it?

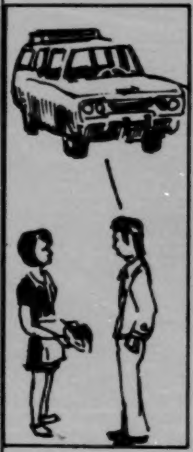
Parent: Yes, if you're going to the library. What time will you be home?

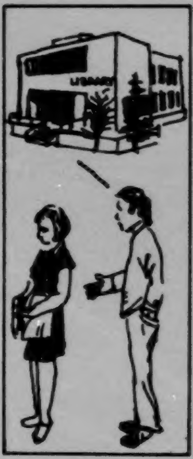
WATCH OUT! HERE GOES ROUND 2 IF YOU'RE NOT CAREFUL!

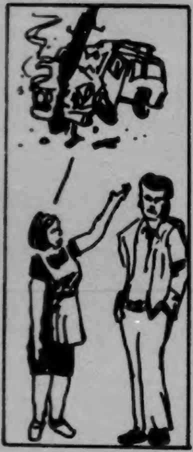
Teenager: (Decides to play it straight) It closes at 9:30, but I'd like to stop off at Frank's, so I probably won't be back before 11.

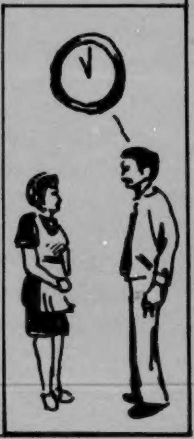
Parent: All right, but try to stick to that. I'll be frantic if it's midnight and no you.

Teenager: I understand that, Mom, and thanks. I'll try my best to get in by 11.









THE DIFFERENCE BETWEEN CAN'T AND WON'T

Going right along with the idea of taking responsibility for one's own actions is what we call the "Can't/Won't Semantic Hangup." Simply put, this means using the word "can't" in situations where "won't" is meant. The natural question arises: "So what's the difference?"

In our culture the word "can't" usually is employed in a refusal to do something, not in a genuine inability to do it. When we say we can't comply with a request or a demand, usually we mean that we refuse to comply. By using "can't" we try to convince others that what we can't do is out of our control. "I can't. It's against my religion, principles, morals, rules, nature." We say this as though our religion were something outside ourselves, something that is literally restraining us, like handcuffs or some other external agent. A more honest, responsible answer (one for which we take ownership) would be, "I won't. I will not go against the teaching of my religion." Here the choice is clearly ours and we acknowledge it as such. We are not putting the blame on something "out there," out of our reach or power to control. The interesting thing about can't/won't is that we seldom believe someone who says he can't. We know full well that usually he is perfectly capable of doing what is asked. (Sometimes we are even told, "There's no such thing as "can't.") An exception would be as follows:

"Want to play football?"

"I can't. I broke my leg and am in a cast up to my hip."

This we believe. But how about:

"Want to take in a show Friday?"

"I can't go. My parents won't let me."

THOUGHT STARTER:

"A man wrapped up in himself makes a mighty small package." - Walter Pitkin

We know better than this, as evidenced by our unspoken thought, "I wonder why she really doesn't want to go." A truer, more honest answer (more honest because it is believable and direct) would be:

"I won't go. My parents told me not to, and I choose to obey them."

We grant this sounds like so much verbal nitpicking because the distinction between can't and won't seems slight. The next time you hear yourself using "can't," try restating it. Use "won't" and see if it doesn't feel a lot closer to your real feeling. This distinction seems small, but making it is an important step in getting in touch with who is really in charge of you and what you do.

ACTIVITY 7 ROLE PLAYING YOUR RESPONSES

This is an activity to help you determine what you might do in frustrating situations.

The following are five role-playing situations. As a class, decide how many characters are necessary for each situation, so that each student can be involved in one play. If the class is large, you may want to create additional situations, or if small, to omit one.

Each role-play group is to create and rehearse a play privately. You may wish to have a surprise ending. At the conclusion of the role playing, you should announce in a single sentence the "moral" of the play.

- You are in a class that is boring you. The teacher seems to be rambling on and on.
- You are with a group of your friends in your parents' car. You told your parents that you would be home at 11:30 or so. The gang wants to go for hamburgers. If you go, you will be late.
- It is your first real date with a person you like and find interesting. You have been with him/her at a number of school functions with the whole gang around. After the date you find that there are definite differences of opinion about parking. (Variation: two couples on a double date)
- Someone in authority has asked several of you to do something you definitely do *not* want to do.
- Over the weekend, you and a group of friends damaged the new addition to the school building. The principal has informed the entire school that he will cancel the dance and the "Battle of the Bands" unless he finds out who damaged the building.
- When I do something I think is wrong, I . . .
- Sometimes I am aggressive if . . .
- Sometimes I blame other people for making me mad or hurting my feelings because . . .

ACTIVITY 8 LETTERS TO COLUMNISTS

This is an activity to help you analyze some behavior problems.

Bring in recent columns of "Dear Abby" and "Dear Ann." Outline a person's problem on the board or the overhead projector. First, see if the person has clarified his feelings and wants in his letter. If he has not, see if you can identify some feelings and wants he may have had. Next, see whether the person indicates that he has taken responsibility for his feelings and actions or blames someone else for his problems and hurt feelings.

- How might you respond to his letter?
- How might you suggest to him that he take responsibility for his feelings and actions?

ACTIVITY 9 WILLING TO TAKE RESPONSIBILITY

This is an activity to help you clarify your feelings about responsibility.

You may know quite a few people who are willing to accept responsibility for what they say or do. Do you personally know anyone who strongly believes in an idea, acts upon it, and is willing to take responsibility for it?

Many well-known people in the past and present have illustrated this kind of responsibility. Their consciences dictated that certain laws were unjust. However, these individuals still respected the laws and were willing to take society's punishment for breaking them. Some, like Martin Luther King and Gandhi, even went to jail for acting upon their beliefs.

- Read about Martin Luther King, Thoreau, Gandhi, and other advocates of nonviolence.
- Discuss the actions each of them chose in response to a social problem and the ways in which each took responsibility for his actions.
- How effective do you think their responses have been in bringing about change?
- Have you ever acted upon something in which you strongly believed?
- Were you willing to take the consequences for your responses?

VIOLENCE AS A RESPONSE IN SOCIETY

In our society, force in several forms is used and sanctioned. Most of these uses of force have the potential of producing harm. This approval of force by a large segment of society and its potential for harm may be very confusing. This is particularly true when the ideals of nonviolence and peaceful methods of dealing with conflict receive equal verbal support from a similarly large part of society.

The proposition that we must go to war to maintain peace often has met with resistance, sometimes violent resistance. Even a superficial examination of current approaches to social problems demonstrates that these approaches leave much to be desired.

To learn to consider the needs of others and the effects of one's behavior on others is not easy. Laws are supposed to be arrangements to help people live together in ways that respect the dignity and the human rights of each individual. Because this ideal has not always been maintained, one often hears discussions of "just" and "unjust" laws.

One form of force is represented by a national, state, or local government's use of force in connection with "just" laws, laws that tend to be helpful to human development. Some people have not developed to the extent that they can live within these "just" laws. On occasions the violator's frustration level is so high that he does not even think rationally or consider others. Such people may have to be isolated to prevent further harm to society. Force may have to be used. Society often expects that care will be taken to produce no more harm, but this expectation is difficult to meet. During and after isolation, there should be attempts to rehabilitate the violator.

Questions concerning the use of violence to enforce "unjust" laws and the force used in counter attack or defense are much more complex. "Unjust" laws are those that tend to be detrimental to human development. Consideration needs to be given to methods of changing these laws and/or developing methods whereby those oppressed by the "unjust" laws may have their grievances heard and acted upon through the democratic process.

There are other factors that continue to confuse the issue. Inconsistency or discrimination in enforcement tends to contribute to the frustration of individuals and groups. The concept of "fairness" may need to be considered in the application of law. However, how can fairness be evaluated without adequate understanding of the dynamics underlying the illegal behavior?

Law, its application, and its enforcement tend to function best when both causes and consequences are considered.

As a class, you may wish to discuss various forms of violent behavior, continuing to note the interaction of the needs of people, their personal resources, and the setting, which either facilitates or frustrates the needs of both individuals and society.

Some of the items you may wish to consider include the following:

- The violent response of the law enforcing officer against those violating just laws
- The violent response of the law enforcing officer against those violating unjust, inconsistently applied, or discriminatory laws.
- The violent response of the law enforcing officer against one who has broken no laws
- Violence of the person who breaks a just law (e.g., theft, assault, robbery, vandalism)
- Violence as a response to an unjust law
- Violence resulting from daily disputes between individuals
- Violence in sports
  - within the rules of the game
  - in violation of the rules of the game
- Violence of war as a defensive action upon being physically attacked by another country
- Violence of war to promote political ideology or to protect economic investment
- Violence of war to acquire additional territory, influence, or other material benefits

TO THE TEACHER: VIOLENCE

Items that may be discussed under each situation include:

Violence . . . . .

- as first aid
- as self-defense
- as an over reaction by an enforcer
- as power control
- as the effect of being nearby or in some way resembling a law breaker
- as the result of a law enforcing officer's frustration
- for selfish gain
- to avoid getting caught
- as rebellion against the effect of the law
- as an attempt to make visible the existence of an unjust law
- for spectator thrills
- as affected by the news media — changes in popular tastes and attitudes
- as a threat in order to maintain peace among nations — the development of war machines and the existence of a military-industrial complex
- as a basis for diplomatic relations and international negotiations

Approximately eighty-five percent of homicide victims are killed by persons whom they know, often friends and relatives.

THOUGHT STARTER:

"Our prayers are answered not when we are given what we ask, but when we are challenged to be what we can be." - Morris Adler

THOUGHT STARTER:

"Our greatest pretenses are built up not to hide the evil and ugly in us, but our emptiness. The hardest thing to hide is something that is not there." - Hoffer

THOUGHT STARTER:

"Nothing is so contagious as enthusiasm. It moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and truth accomplishes no victories without it." - Bulwer

THOUGHT STARTER:

"Many people feel 'guilty' about things they shouldn't feel guilty about, in order to shut out feelings of guilt about things they should feel guilty about." - Sydney J. Harris

THOUGHT STARTER:

"If one goes about thinking the world is filled with crooks and schemers, the world *is* filled with crooks and schemers. But if one believes that the world is filled with fine, neighborly, helpful, kindly folk, one finds people of that class in the great majority." - Sir Orade

INDIVIDUAL RESPONSIBILITY IN A GROUP

You have had an opportunity to examine your individual response. You have been asked to consider possible alternatives for your responses and examine the alternatives from the viewpoint of long- and short-term effects. An important idea of this unit is that you and you alone must take responsibility for your response. Individual responses within a voluntary group will now be examined. Some questions you might ask yourself are:

- How responsible are you as part of a group for your responses within the group?
- What responsibility do you bear for the responses of the group?
- What effects of a group response might you as a group member receive, even though you do not participate in the specific response of that group?

TO THE TEACHER: RESPONSIBILITY

The section that follows provides activities to help students evaluate the responsibility and effects of voluntary group membership.

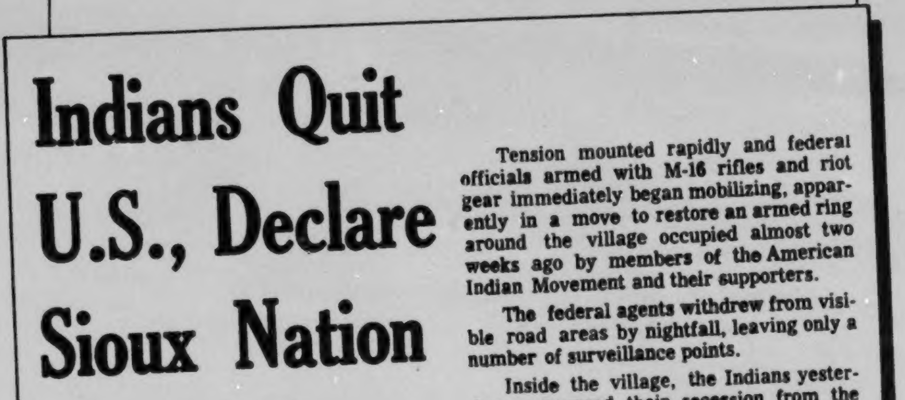
Although individuals within a group are still in control of their own responses, that is, they have the alternative to act or not to act as the group decides, the effects of the group action or response will be collective. A campus protest group that burns a building is an example. Even though certain members individually decide not to actually take part in the burning, their membership in the group means that they will receive some effects of the group action even if they do not take part physically. They might be arrested. Other people might blame them for the burning. In the first section of this unit, feelings and responses were reviewed. Students were asked to consider their responses in light of long- and short-term effects. The point was made that students should take responsibility for their individual responses. The individual's role changes somewhat when he is in a group. The following are points for discussion:

- People join groups to satisfy their needs and gain support for their feelings, actions, and values.
- The price of membership in a group is that each individual group member becomes a recipient of the effects of group responses.
- Individuals within the group are still responsible for their individual responses, and the degree to which they accept responsibility for group responses is dependent on their agreement with those responses.

ACTIVITY 10 WOUNDED KNEE - INDIVIDUAL AND GROUP RESPONSES

This is an activity to clarify how group responses affect individual group members.

Wounded Knee Protest - The Oglala Sioux Indians of South Dakota rebelled against what they felt was unfair treatment by the U.S. Government. There were many issues involved in the protest. At one point, a small group of Indians isolated themselves on the reservation and occupied a small village. A newspaper account of one incident is provided for discussion. The article was written in March, 1973.



Indians Quit U.S., Declare Sioux Nation

From Wire Reports

WOUNDED KNEE, S.D. — A Federal Bureau of Investigation agent was shot and wounded yesterday afternoon when gunfire erupted at a roadblock set up by the Indians to control traffic into this occupied village.

Tension mounted rapidly and federal officials armed with M-16 rifles and riot gear immediately began mobilizing, apparently in a move to restore an armed ring around the village occupied almost two weeks ago by members of the American Indian Movement and their supporters.

The federal agents withdrew from visible road areas by nightfall, leaving only a number of surveillance points.

Inside the village, the Indians yesterday announced their secession from the United States, put themselves on a war footing and said if any government agent entered the area, the action would be "treated as an act of war and dealt with accordingly."

After you have read the article, write a short answer to the questions that follow. Join with three other members of the class and come to some agreement on the questions listed. Choose one of your group to share your answers with the rest of the class.

- To what degree has our society provided for or failed to provide for the full development of this minority group by providing equal opportunity, adequate support systems, and channels for grievance satisfaction?
- Why did the Oglala Indians choose to protest in this manner?
- What needs are being satisfied by the protest group?
- Why might they have chosen this method?
- What about those of the tribe who do not wish to take part in the protest and who have been forced by the conflict to move from their homes in Wounded Knee?
- What is the responsibility of the "average" citizen of our society in situations like this, and what alternatives for response are available?

THOUGHT STARTER:
"As soon as there is life, there is danger." - R. W. Emerson

ACTIVITY 11 KENT STATE - INDIVIDUAL AND GROUP RESPONSES

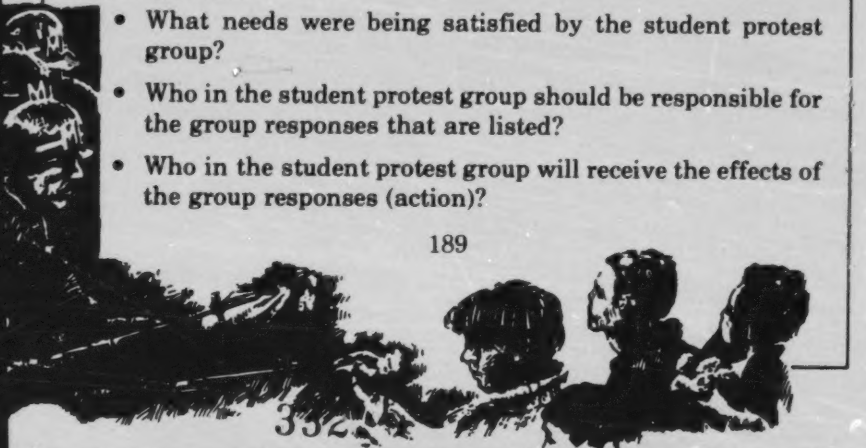
This is an activity to clarify how group responses affect individual group members.

Kent State Protest - The results of the Kent State protest on May 2, 3, 4, 1970, were among the most tragic of the results of all the college campus protests. Large numbers of students were protesting civil rights and war issues. It is hard to say what led to various group responses during the days of the rioting. What caused the group responses and where the complete responsibility for them lie is much too complex a task to look at here. Listed below are some results of responses of various group actions (responses). Look at the results from the standpoint of a college student who participated in the protest movement.

- The burning of a Reserve Officers' Training Corps building
- The burning of an archery shed
- The vandalizing of city buildings
- The threatening of merchants in Kent, Ohio
- Bodily injury to 58 National Guardsmen
- The killing of four Kent State protesters by National Guardsmen

After you have read and considered the above responses, write a short answer to the questions that follow. Then join with three other members of the class and come to some agreement on the answers. Choose one of your group to share your answers with the rest of the class.

- What needs were being satisfied by the student protest group?
- Who in the student protest group should be responsible for the group responses that are listed?
- Who in the student protest group will receive the effects of the group responses (action)?



TIME TO CLARIFY YOUR THOUGHTS

You have worked through activities that dealt with group protest issues. The questions you attempted to answer were not easy. It is possible that you ran into considerable disagreement within your groups. Membership in a voluntary group, whether it be a small group of friends or a large group connected with a protest movement, has advantages and disadvantages for individual members.

The advantages of belonging to a voluntary group are that as humans we help satisfy some of our basic needs of belonging, friendship, and self-esteem. Belonging to a group also helps individuals gain support for feelings, attitudes, and values. The price for the advantages is that, although individuals within a group are still in control of their own responses, the effects of the group action or response will be felt by all group members.

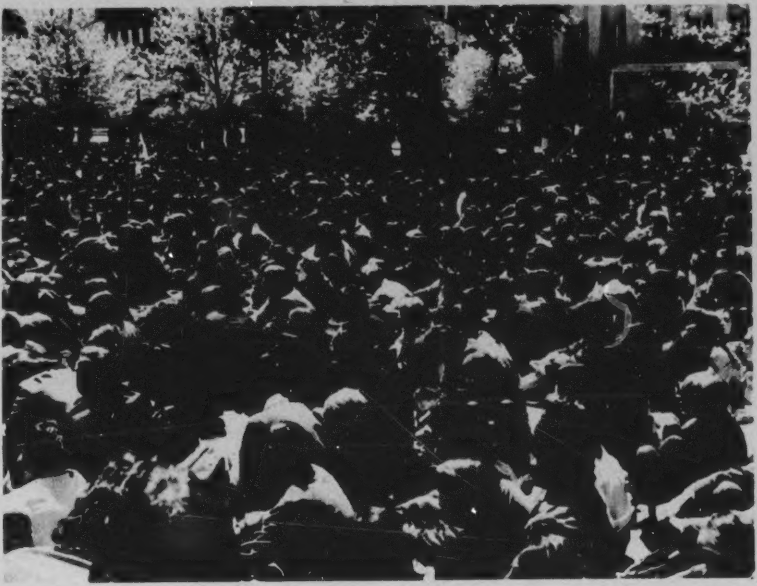
A campus protest group that burns a building is an example. Even though certain members individually decide not to take part in the burning, their membership in the group means that they will receive the effects of the group action. A summary of an Ohio grand jury's finding of the Kent State incident from U.S. News and World Report, Nov. 2, 1970, stated: "It should be also said that the many hundreds of students who described themselves as merely observers or cheerleaders are not totally free of responsibility for what occurred there." The same might be said of members of the socalled "Establishment," who simply sat back and watched the events unfold. You may want to list some other effects individual members experienced from the protest group action at Kent State. What about the effects on our total society?

Whether or not to join a voluntary group involves decisions and weighing of the advantages and disadvantages of group membership. We suggest that, before agreeing to be a member of a group, you take time to clarify your feelings by going through much the same steps as you would for making any individual response. The decision to belong to a group is an individual response, as is the decision to influence or not to influence group decisions.

THE DECISION-MAKING PROCESS

- *First*, you examine what feelings you are trying to satisfy — what motivating forces seem to be operating.
- *Second*, you examine the probable immediate and remote effects of a selected behavior.
- *Third*, you examine the behavior in light of your own personal standard — your own goals and philosophy of life.
- *Fourth*, you may decide either for or against the selected behavior.
- *Fifth*, if the conflict is not resolved, you search for an alternative course of action that will satisfy the feelings you are trying to work out and that probably will have effects that fit your standards.
- *Sixth*, you make a decision.
- *Seventh*, you examine the results of your decision. If it has failed to do what you desired, you modify your behavior in order to reach your goals more effectively.

ACTIVITY 12 CHANGES ON THE CAMPUS



This is an activity to help you make a decision about group membership.

You are a student at a small college and have just come out of an afternoon class. As you cross the courtyard to go to your next class, you hear some loud voices. You think that perhaps some people are celebrating the spring weather. The noise is such that you decide to find out what is happening.

In a short time, you discover a small group of students gathered around three or four speakers, who are complaining about various things on the campus. They are unhappy with the food in the cafeteria, the expense of books and materials in the campus book store, the large numbers of students in the same classroom, too few places for housing students on campus, and many other things.

The group has decided that to bring about the changes they want on their campus, they will inform others about their feelings instead of complaining to one another. They vote to inform the college officials about their complaints.

One of the students suggests that all who are upset should sign petitions to give to the college officials in the hope that they will take action. Others, who had tried this method before and found it to be unsuccessful, want to use stronger measures such as a boycott or a sit-in. Through the boycott, they propose to have all the students avoid using the cafeteria and the bookstore. They think this will force the management to provide better and less expensive services.

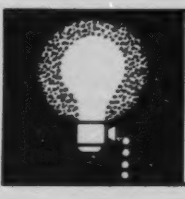
A few students, who want more excitement, propose making big banners or posters and marching to the college president's office to present their demands for changes on the campus.

The students who are upset about the cramped or poor housing want to protest by erecting tents in front of the administration building and living in them. They hope that this will make the college officials realize the difficulties students face in obtaining housing on campus and make them build more and better housing.

Two students standing near you are talking about getting some spray paint and using it to write slogans on the campus buildings.

You agree with some of the complaints of the group and are trying to decide whether or not to join the group of protesters.

- Do you think you will join the protesters?
- Why?
- Why not?

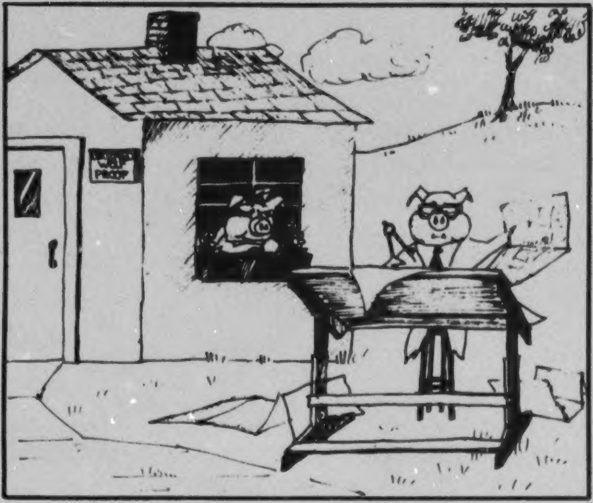


THOUGHT STARTER:

"If you can find a path with no obstacles, it probably doesn't lead anywhere." Frank A. Clark

We have no right to ask when sorrow comes, "Why did this happen to me?" unless we ask the same question for every joy that comes our way. - Philip S. Bernstein

ACTIVITY 13 A TALE OF TWO PIGS



This is a fable, the moral of which you must figure out.

Once upon a time there were two pigs (a third one had gone into marketing and disappeared) who were faced with the problem of protecting themselves from a wolf.

One pig was an old timer in this wolf-fending business, and he saw the problem right away — just build a house strong enough to resist the huffing and puffing he had experienced before. So, the first pig built his wolf-resistant house right away out of genuine, reliable lath and plaster.

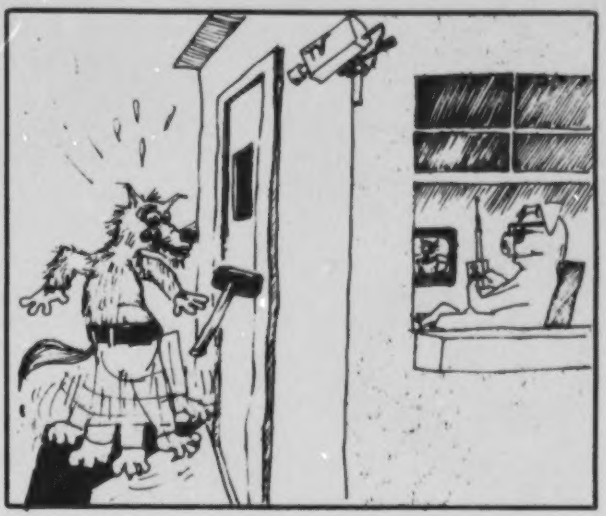
The second pig was green at this wolf business, but he was thoughtful. He decided that he would analyze the wolf problem a bit. He sat down and drew up a matrix (which, of course, is pig latin for a big blank sheet of paper) and listed the problem, analyzed the problem into components and possibilities of wolf strategies, listed the design of objectives of his wolf-proof house, determined the functions that his fortress should perform, designed and built his house, and waited to see how well it worked. (He had to be an empiricist, for he had never been huffed and puffed at before.)

All this time, the old-timer pig was laughing at the planner pig and vehemently declined to enter into this kind of folly. He had built wolf-proof houses before, and he had lived and prospered, hadn't he? He said to the planner pig, "If you know what you are doing, you don't have to go through all of that jazz." And with this, he went fishing or rooting or whatever it is that pigs do in their idle hours.

The second pig worked his system anyway and designed for predicted contingencies.

One day the mean old wolf passed by the two houses (they both looked the same — after all, a house is just a house). He thought that a pig dinner was just what he wanted. He walked up to the first pig's house and uttered a warning to the old timer, which was roundly rejected, as usual. With this, the wolf, instead of huffing and puffing, pulled out a sledge hammer, knocked the door down, and ate the old timer for dinner.

Still not satisfied, the wolf walked to the planner pig's house and repeated his act. Suddenly, a trap-door in front of the house opened, and the wolf dropped neatly into a deep, dark pit, never to be heard from again.



TO THE TEACHER: ACTIVITY 13

After your students have read the above fable, divide the class into groups of four. Have each group come up with as many morals for this fable as possible. After the groups have discussed the fable for 10 minutes, have a member of each group state the morals to the whole class.

Examples of morals might be:

1. They are not making wolves as they used to.
2. It's hard to teach old pigs new tricks.
3. If you want to keep the wolf away from your door, you'd better plan ahead.

TOOLS FOR PLANNING

Of the five planning tools listed below, you can obtain the first four easily. The purpose of this unit is to give you number five — a method.

1. Uninterrupted time

2. Comfortable chair

3. Desk or table

4. Pen or pencil

5. A method

GENERAL GUIDELINES TO SETTING GOALS

Success in daily living can be enhanced by action. Talking about what you want to do and doing it are two different things.

Goal setting, short-range and long-range, is a means to action. In setting a goal, the following guidelines will enhance the potential of a successful experience:

It must be CONCEIVABLE, that is, able to be thought of in a person's imagination.

It should be ARTICULABLE, that is, capable of being put into words.

It should be BELIEVABLE to the person setting it.

It should be CONTROLLABLE, subject to the permitted involvement of others.

It should be MEASURABLE in time and accomplishment.

It should be DESIRABLE, that is, something "I want to do."

It should be "GROWTH-FACILITATING" to self and/or others.

THOUGHT STARTER:

Perserverance - On a cold morning in January a snail started to climb up the trunk of a cherry tree. As he inched his way painfully upward , a beetle stuck his head out of a nearby crack and jeered, "Hey Buddy, you're wasting your time. There ain't any cherries up there." The snail barely paused as he replied, "There will be when I get there."

A PLANNING GUIDE

When you have a goal or project, here is a planning guide to help you achieve it.

1. **Write down the name of the project.**
   The name acts as a convenient handle. It makes the plan more specific, more concrete.
2. **Write down the purpose. What do I want or hope to accomplish?**
   Use numbers or quantities here, so you can later measure how well your plan succeeded. Even with less clear-cut projects, it is sometimes possible to reduce your aims to numbers.
3. **Select a plan of action from all alternatives and organize a step-by-step procedure.**
   What are the short- and long-term consequences of each alternative?
4. **List all the people whom you will need or who will be involved in your plan.**
   Is there any groundwork you must lay before you can begin?
5. **Gather the things you need to carry out this program. These are the resources.**
   Do you have them all? Which ones are missing?
6. **Prepare for expenses in money, supplies, and energy.**
   No one has unlimited funds. If you had, almost any plan would work. What other costs would be involved, such as energy?
7. **Set timetables.**
   Make two timetables — one for how long it will take to get ready, the other for how long it will take to carry out the steps.
8. **Allow for some periodic progress reports.**
   A chart or a graph may help you to keep track of progress.
9. **Evaluate the results.**
   Your progress reports will serve partly for this. Use the plan itself to check back over each item to see how well you stuck to your intentions. Think in terms of your original objectives and the objectives reached. Did you stick to your expected method, change it, or use additional ones?

Remember: When your project is crucial and must not fail, have an alternative plan ready. Work it out carefully, so if you need to use it, you will be ready.

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ACTIVITY 13A
COMMUNITY SERVICES AND AGENCIES

This is an activity to help students identify the community services and agencies available to them in relation to 4, 5, and 6 of the Planning Guide.

TO THE TEACHER:

Within every community are services and agencies that (1) help people make knowledgeable decisions by offering aid in identifying alternatives, and (2) help people deal with the troublesome consequences of unfortunate decisions. However, very few of these services and agencies are able to function at peak effectiveness unless people are aware that they exist. The purpose of this activity is to identify the services and agencies available in your community.

A list of all available services and agencies may be prepared. The school guidance counselor may have the names of community agencies. The students may be able to name several services of which they are personally aware. The types of services and agencies that are suitable for the list should be broad enough to include all organizations that help people of all ages respond to the problems they face in daily life:

- public and private schools, church schools, health and natural history museums
- state and private employment agencies, welfare offices, military recruiting stations, financial planning services
- physical health clinics, family planning services, homes for unwed mothers, adoption agencies, homes for the aged, day care centers
- mental health clinics, university counseling services, marriage counseling services, school pupil personnel services, ministerial services
- women's and men's service clubs, girls' and boys' organizations
- police department and court system

- crisis centers, drop-in clinics, drug clinics, half-way houses, Synanon, Alcoholics Anonymous

Student Assignment:

- Arrangement for one or more interviews.
  Agencies should be selected or assigned according to a systematic process, depending upon the number of students in the class and the number of agencies available. Each student may select or be assigned several agencies, or a team of students may select or be assigned one agency. No single agency should be flooded with requests for interviews.
- Prepare for each interview.
  This portion of the assignment must be emphasized. An agency will be more cooperative if the student arrives punctually, behaves courteously, interviews skillfully, and departs appreciatively. This all requires careful planning.
- Conduct each interview intelligently.
  The student should collect specific data:
  - statement of the service(s) provided
  - size and qualification of the staff
  - description of the physical facilities
  - source of clients, i.e., referral, walk-in, court assigned, outpatient, request, etc.
  - to whom the service is available and the qualifications to become a client
  - hours of the day and days of the week service is available
  - source of income for the agency
- Report each interview.
  The reporting should be a detailed description of the collected data, verbally presented to the class by the student or a team. In addition, the reporter should prepare a brief written description of each interview. This may be typed on a file card and placed in a growing reference center of community services and agencies, or collated by the teacher with other descriptions to form a booklet for distribution.

The next unit will continue to encourage the student in goal setting and decision making. You may want to refer students back to the Planning Guide and Steps in the Decision-Making Process.

ACTIVITY 13B
EVALUATING MY RESPONSE

This is a concluding activity to help your students evaluate themselves according to the objectives of this unit.

TO THE TEACHER:

Have your students turn to the objectives for this unit. Each student should write his response to each objective in his "Notes to Myself." Allow about fifteen minutes for this activity. It is helpful to check periodically with your students on the progress they are making in their notebooks.

A class discussion of the responses will give you some indication of how well your students have accomplished the objectives of this unit.

If one or more students indicate that they have not accomplished the objectives, you should discover the source(s) of the problem through individual or group discussion. It may be necessary to repeat some activities or develop new ones before proceeding to the next unit.

IN CONCLUSION

Now that you have completed the Response Unit, it is time to review some of the ideas that were presented. This unit is called "Response" because it deals with decision making and planning.

An important concept in this unit was the "Decision-Making Process." This process involves the steps in making effective personal decisions. Whenever you need to make an important decision, refer back to the seven-step Decision-Making Process.

Another important concept in this unit was "Responsibility." Responsibility means taking ownership of your actions and feelings. When a person takes responsibility, he becomes an independent agent, who freely chooses how to feel and act. Such a person will not permit himself to be manipulated or used, because he accepts full responsibility for his actions and feelings. Thus, when a person joins a group, he is willing to accept the consequences of membership in that group.

At the end of this unit, a "Planning Guide" was introduced. This nine-point guide lists the important steps involved in planning long-range goals. Whenever you have an important goal, refer to this guide to help you get the results you want.

The purpose of this unit was to help strengthen your decision-making and planning skills. It is hoped that the ideas and activities in this unit will help you make constructive decisions and take increased responsibility for your feelings and actions.

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In this book, various youth and leaders of protest movements give their philosophy on protest and comment on American society.

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The author advances the idea that a restructuring of the educational process will aid in relieving much of modern man's anxiety and alienation. This restructuring, he believes, should rest on a moral base. The author utilizes the resources of the social sciences, philosophy, and theology to examine the history of man's present predicament and to construct an alternative direction.

Bernstein, Saul. *Alternatives to Violence.* New York: Association Press, 1967.

This is a study of hostile youth in nine major U.S. Cities — Boston, Chicago, Cleveland, Detroit, Los Angeles, New York, Philadelphia, San Francisco, and Washington. This is a reasonable, direct, honest book — more descriptive than analytical, more concerned with realities than theories. Many comments and illustrations from the young people interviewed point up the depth of the problems arising from poverty and the resulting alienation.

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This book is about the French and the American Revolutions: the factors that led up to them and detailed analysis from political and social points of view. The two revolutions can be studied separately or compared in relation to their causes.

Davis, Angela T. *If They Come in the Morning.* New York: Signet Books, 1971.

This book is a comprehensive analysis of an increasingly important symbol — the political prisoner. Miss Davis contends that the offense of the political prisoner is his political boldness about fundamental social wrongs. She opposes unjust laws and exploitive conditions, with the ultimate aim of transforming these laws and the society into an order harmonious with the material and spiritual needs and interests of the majority of its members.

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This book was written by three Associated Press reporters who covered the trial of Lt. William L. Calley, Jr. The account is based on direct testimony from witnesses. The purpose of the book is not to judge, but merely to present what happened on a particular day in Mai Lai and why Lt. Calley was tried for what occurred.

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The authors examine the tradition of violence in Europe and America and the sources of violent behavior in America. They use quantitative analysis to identify comparative patterns of strife that illustrate how such behavior in the U.S. compares with similar activities throughout the world.

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Martin Luther King relates the events that changed the life of a southern community. King writes as one of the participants in the non-violent action and attempts to interpret what happened within a particular community and all over the United States. It is King's personal viewpoint and does not purport to be a detailed survey of the historical and sociological aspects of what he calls "the Montgomery story."

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Lorenz describes what triggers aggression and the various means and rituals by which animals control their destructive drives in the interest of the species. He points out similarities between animal and human behavior. The book attempts to explain human behavior on the basis of ethnological studies and gives explanations and substitutions for militant aggressiveness in the human.

Malcolm X. *The Autobiography of Malcolm X.* New York: Grove Press, 1966.

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The authors have selected more than 20 studies for this book. The contributions concentrate on the nature and causes of riots in American cities, using the behavioral methodology of social scientists. There are sections on patterns of violence, reactions to violence, and the relation of such violence to the American political system.

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This book offers strategies for students from 15 to 25 who want change without violence — who want to change the high schools and colleges without destroying either society or themselves. It contains a variety of devices — from jokes and maxims to models and case studies through which peaceful and positive change has already been achieved.

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This is an attempt to understand the nature and causes of protest and confrontation in the U.S., and their occasional eruption into violence. A major goal of the analysis in this book is to challenge the misconceptions that the public has concerning the extent, nature, and goals of contemporary protest and the composition of protest groups.

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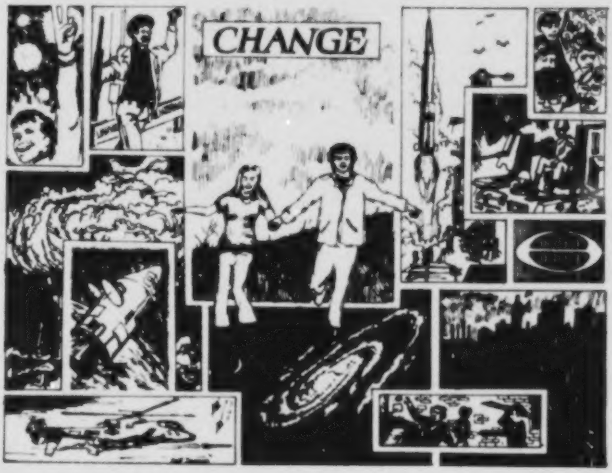
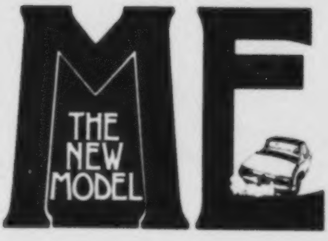
Williams, John A. *The King God Didn't Save.* New York: Pocket Books, 1971.

This is a serious and a searching book about Dr. Martin Luther King, Jr. The author reveals his view of Dr. King, a view shared by many black men and women. Williams argues that Martin Luther King, Jr., was created by the public, the press, and the needs of the moment precisely because he was a "safe" spokesman, whose philosophy of non-violence did not threaten the Establishment. Williams traces King's involvement from the Montgomery bus boycott to his assassination, and feels that if King had lived, he might have used different tactics to bring about changes.

UNIT 6




ME
THE
NEW
MODEL

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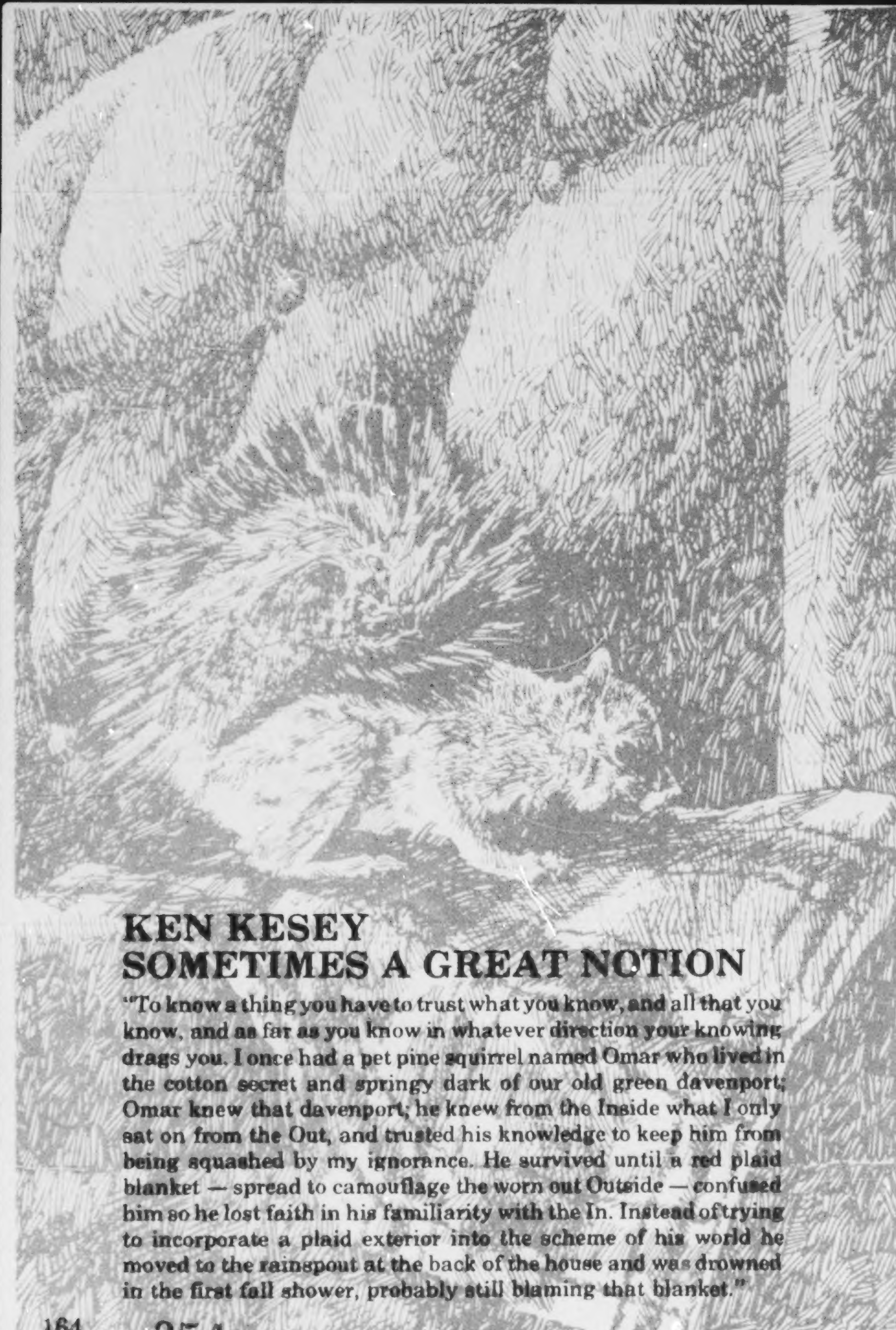


KEN KESEY

SOMETIMES A GREAT NOTION

"To know a thing you have to trust what you know, and all that you know, and as far as you know in whatever direction your knowing drags you. I once had a pet pine squirrel named Omar who lived in the cotton secret and springy dark of our old green davenport; Omar knew that davenport; he knew from the Inside what I only sat on from the Out, and trusted his knowledge to keep him from being squashed by my ignorance. He survived until a red plaid blanket — spread to camouflage the worn out Outside — confused him so he lost faith in his familiarity with the In. Instead of trying to incorporate a plaid exterior into the scheme of his world he moved to the rainspout at the back of the house and was drowned in the first fall shower, probably still blaming that blanket."

WHY STUDY CHANGE?

POLLUTION
POW

The study of change is an appropriate conclusion to a program that has dealt with human behavior and human relationships. In the preceding five units, you have considered your role as a maturing individual uniquely experiencing and responding to the world around you. With each new experience, you are changed — life is dynamic. With each new response, you change others — life is vibrant.

The focus of the *Change Unit* is on evaluating and planning change. Think about the activities you have done in the past weeks, think about yourself with increased self-awareness, and think about your skills in dealing with here-and-now decisions. If you find a personal significance in the many classroom interactions, then you know that you have formed new feelings about yourself.

Throughout this unit, think about plans for your future. Change and the future go hand in hand. Change and the future are envisioned in the present and interpreted in light of the experiences of the past. Thus, the final unit encompasses past, present, and future as a living, dynamic, and vibrant process of growth. A grasp of this approach is part of a healthy adjustment to life — learning to deal with and actively planning for "A New Model Me."

OBJECTIVES

CIT
SANIT
DEP.
SYRIA
UAR

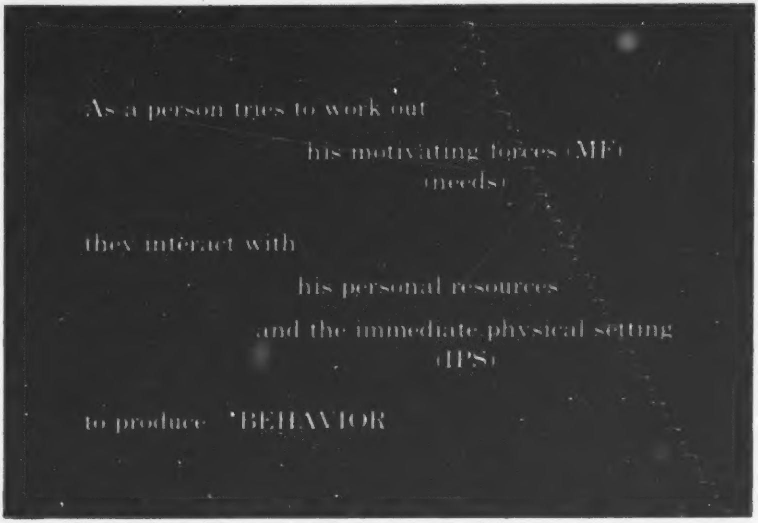
At the end of this unit you should be able to:

1. Write an essay describing yourself as you would like to be, including a discussion of your reaction to controls and frustration, how you feel about yourself, and what you value.
2. Submit in written form a planning program for one of your important life goals.

A SECOND LOOK AT THE BEHAVIOR EQUATION

The activities in this unit are designed to help you evaluate yourself. How much have you changed since you began this program? Are your actions satisfying your needs? Are you taking responsibility for your feelings and actions? Do your actions show that you respect the human worth and dignity of yourself and others? Are your actions helping you to grow? How have you changed?

To help you evaluate the changes in your life, a review of the Behavior Equation is included in this unit. In any situation, a person's needs, resources, and the immediate physical setting influence his behavior. Human beings have to satisfy many needs, ranging from the physical needs for clothing and food to high-level needs for self-actualization. It is helpful to consider alternative ways to satisfy needs, because blocked needs can create frustration.



As a person tries to work out
his motivating forces (MF)
(needs)

they interact with
his personal resources
and the immediate physical setting
(IPS)

to produce *BEHAVIOR

Behavior can be:

CONSTRUCTIVE OR DESTRUCTIVE, depending in each instance on the motivating forces, the personal resources, the immediate physical setting, and the short- and long-term effects on the real self and others.

	interacting with		interacting with		produces	
MF	+	R	+	IPS	=	BEHAVIOR

which
has

Short-Term Effects + Long-Term Effects

This process of meeting personality demands may be viewed as follows:

1. Every person is faced with human needs.
   Such needs include:
   - achieving a measure of self-respect (being a person in one's own right and being recognized as a significant person)
   - achieving a measure of emotional security (feeling that he has control over or protection from the things he thinks may hurt him)
   - achieving a feeling of belonging (feeling a measure of acceptance and a degree of love from others)
   - dealing with sex feelings
   - dealing with the demands for activity and rest
   - satisfying the requirements for food, water, and air
2. In attempting to satisfy these needs, a person devises or adopts methods.
   He uses whatever ideas, skills, attitudes, and other resources he has available. He may find that he can

perform some activities more skillfully than others. He may see someone using a method that looks good to him and adopt it, or he may learn about a method through listening or reading.

3. A person tends to continue to use a method that he finds *helpful*.

   Usually he gives more emphasis to short-term effects and less to long-term consequences, unless he has had experiences to help him become aware of the more remote effects.

4. In trying to satisfy his needs, a person may meet some barriers.

   He may have difficulty in achieving the respect of the peer group or feeling that he amounts to something. People may underestimate his abilities. He may feel that he is being pushed around or that he is not respected at home. He may not be able physically to do the things he wants to do. He may be worried.

5. A person feels frustrated when he meets a barrier that he cannot easily overcome.

   This is an unpleasant feeling that he tries to resolve. He uses whatever ideas, skills, attitudes, and other resources he has available.

6. A person may use temporary and ineffective methods to bypass the barrier if he does not know of a constructive and acceptable way to resolve the frustration.

   These methods may include sexual exploitation or the use of aggression or drugs. When he finds that one method does not work, he may try other temporary devices.

7. A person needs to understand the human motivations underlying behavior.

   He needs to understand the nature of frustration and the differences between constructive and destructive methods of resolving it. He needs to learn the differences between various methods of satisfying needs, including their short- and long-term effects. Such an approach promotes the growth of constructive behavior.

REVIEWING THE PROGRAM

TO THE TEACHER:

To help your students become aware of some of the changes they may have experienced since they began this course, review the following activities:

- Frustration Flow Chart (Unit I)
- Board of Directors (Unit II)
- Now I Am Aware (Unit III)
- How I Feel about Myself (Unit III)
- What I Want to Be Like (Unit III)
- Feelings about Frustration (Unit IV)

You may want to have your students do the activities again and compare their responses with those they made previously. Or you may want to pass out their first responses and have a class discussion.

Suggested discussion questions are:

- As you reviewed the activities, what seemed to stand out most?
- In what ways have you changed since you first did these activities?
- If you do the activities again, what will be different? What will be the same?
- Since you first did these activities, what have you learned about human behavior that has helped you to understand yourself better?

ACTIVITY 1 LIFE LINES – REVIEW AND PREVIEW

The following series of activities is designed to help you develop and use planning and evaluation skills to deal with the changes in your life. You may want to record your responses to each phase of the activity in your "Notes to Myself." Form a working triad with two other students and do several sequential activities. Find two students with whom you work well, since this will be the final small-group activity of the curriculum and may take considerable time. Pull your chairs together so you face each other.

PHASE I "Life Line in Review"

- Draw a line horizontally across the middle of an 8½" x 11" blank paper. The line represents your life from birth (at the left end) to the present (at the right end).
- Privately review the years you have lived. Along the line, label the events that were *turning points* in your life.
- You may wish to discuss some of the events with your group. What caused or led to the turning points? Did frustration often precede or follow them? How did you deal with the frustrations? Are many of the turning points in your life similar to those of other group members?

PHASE II "Life Line in Preview"

- Draw a line horizontally across the middle of an 8½" x 11" blank paper. The line represents your expected life from the present (at the left end) as far into the future as you wish (toward the right).
- Privately imagine the years you have ahead of you. Along the line, label the events you believe will be *turning points* in your life.
- You may wish to discuss some of the events with your group. What will you need to do now to make your expected future become your probable future? What frustrations do you foresee?

PHASE III

“The Ups and Downs of Life”

- A turning point can mean a change upward toward a more fulfilling life or a change downward, a step away from life goals. Think for a moment of a business chart with its upward and downward turns. Privately develop a chart of your life — past, present, and future. Mark upward and downward turning points that represent your feelings of personal fulfillment or lack of fulfillment, respectively.
- Write a brief explanation of your “line.”
- Share with your triad any ideas or feelings you are willing to reveal.

PHASE IV

“Time to Regroup”

- List twenty adjectives that most accurately describe you as a student right now.
- List twenty adjectives that most accurately describe you in regard to your relationships with family and friends.
- List twenty adjectives that most accurately describe you in regard to your personal fulfillment.
- Put each adjective into one of these categories:

Positive **Neutral** **Negative**

- Share with your triad any ideas or feelings you are willing to reveal.

PHASE V

“What Do I Want to Achieve?”

- Make a list of some of the career goals and achievements you would like to attain. For example, you might want to be a teacher, an Air Force pilot, a diesel truck driver, or a member of an Olympic team.
  - Share a goal from this list with the members of your triad.
- Make a list of some of the goals or achievements you would like to attain in your relationships with family and friends. For example, you might want to get married and have children, go out on a date with a famous movie star, get along better with your parents, or become better acquainted with one of your friends.
  - Share a goal from this list with the members of your triad.

- Make a list of some of the goals and achievements you would like to attain that would bring you personal happiness and fulfillment. For example, you might want to have children because of the personal happiness that rearing children would bring.

  - Share a goal from this list with the members of your triad.

PHASE VI "Assigning Values to My Achievements"

- Look back to PHASE V and assign an importance value to your list of career goals and achievements. In front of each item on your list, write the number that signifies its importance value.

  1 - of little importance to me

  2 - of moderate importance to me

  3 - of great importance to me

  4 - of very great importance to me

- Look back to PHASE V and assign an importance value to your list of goals and achievements relating to your family and friends. In front of each item on your list, write the number that signifies its importance value.

- Look back to PHASE V and assign an importance value to your list of goals and achievements relating to personal happiness and fulfillment. In front of each item on your list, write the number that signifies its importance value.

  - Share with your triad some of your ideas and feelings about the importance of each of these areas.

PHASE VII "A Plan for My Future"

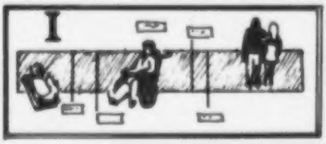
- Look over all three of your goal lists in PHASE VI and make another list of the goals or achievements that are of *very great importance to you*. These would be items from each of the three lists to which you assigned a #4 importance value.

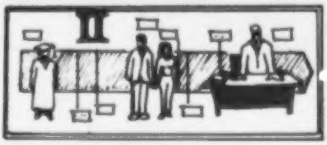
- Establish a planning program for several of your most important goals or achievements. Referring to the "Planning Guide" in the Response Unit, list the steps that must be taken in order to achieve each goal. Set a timetable for achieving each step.

- Consider developing and signing written contracts with the other members of your triad, indicating that you agree to work toward your goals.
- Share with your triad any ideas or feelings you are willing to reveal.
- Make some "I learned" statements in your "Notes to Myself."

  "I learned that . . ."

  "The goals or achievements I consider most important are . . ."





POSITIVE
NEUTRAL
NEGATIVE
STUDIOUS
LENIENT
QUIET
SELFISH
HARSH
VAIN
IV

MARRIAGE
SECONDARY
HEALTH
STANDARD
EDUCATION
VII

ACTIVITY 2 THE AGE OF THE NON-MAN

This is an activity to help you analyze some of man's modern problems.

"The Age of the Non-Man"

by Russell Baker

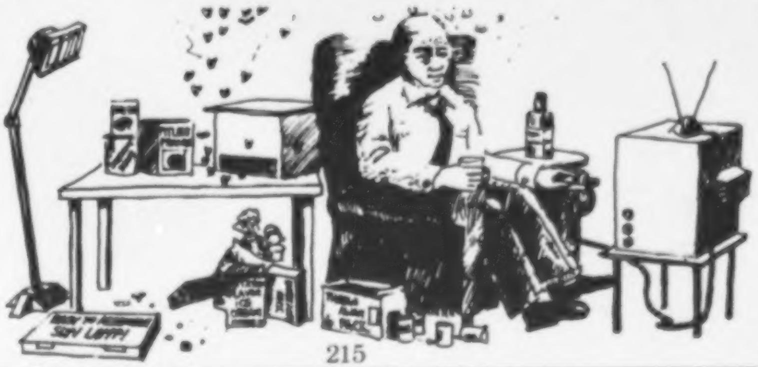
How far is American know-how from producing a disposable man?

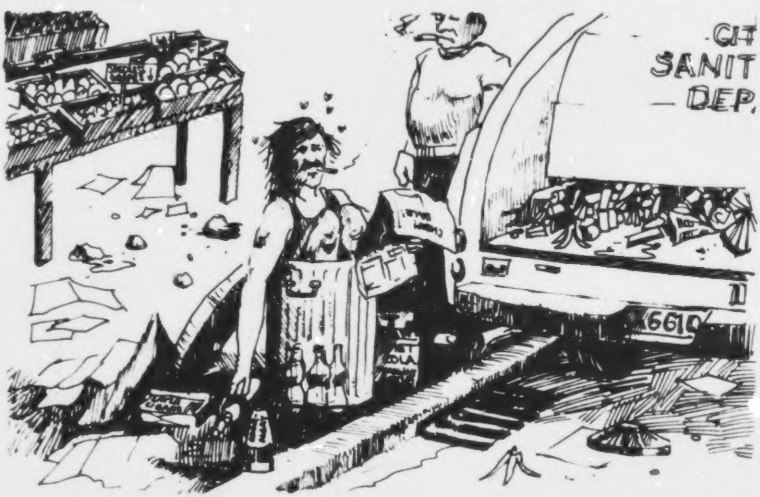
Closer perhaps than it seems. Sears, Roebuck and Company is already marketing a stingless bee, for people who want to keep bees without really being bothered. The stingless bee, of course, was inevitable, just as the disposable man is. It is merely the latest in a long line of breakthroughs that have brought us into the Nothing Generation, or, as social psychologists might call it, the Non-Age.

The purpose of the Non-Age is to make it possible for the Nothing Generation to get through a complete non-life without any of the untidy bothers of living, like bee stings. Hence, the non-bee.

Other adjuncts of the good non-life include the fuzzless peach, the seedless grape, and the odorless booze (vodka). All serve the same basic function as the stingless bee. They relieve man of the need to come to grips with nature by devising schemes to keep peach fuzz off his chin, seeds out of his appendix and neighbors from knowing that he is snockered.

The child of the Nothing Generation is naturally swaddled in a disposable diaper. As he grows, he goes to a painless dentist. His father lives in a no-down payment house and wears a wrinkle-free, drip-dry wardrobe. On formal occasions he wears a clip-on tie.





The essence of non-life is non-involvement, more positively known as playing it safe. And so literature has created the anti-hero for the anti-theater and the anti-novel. The anti-hero sits around in garbage cans doing nothing for hours, except saying "no" to life and waiting to be disposed of. He is a great favorite of the Nothing Generation, which can listen to him for hours, even on caffeine-free coffee.

When the anti-hero wants to carbonate his stomach, he takes a non-caloric soft drink. It comes in a disposable, no-deposit, no-return bottle, or a throwaway can. For amusement, he sits in dehumidified air watching non-actors perform non-dramas about non-people and absorbing advertisements which tell how to take the misery out of washday, the odors out of living, and the challenge out of opening a milk can.

The beauty of the Non-Age is that it makes non-life so easy and creates so much leisure time to enjoy non-living. The disposable diaper, for example, not only takes half the agony out of parenthood, but also gives the parents time to drink more odorless booze, without offending baby's delicate nose.

The throwaway bottle saves them from the unpleasantness of seeing junior sulk when ordered to take the bottle back to the store. It also gives them a chance to worry each other about why junior has nothing to do with his time but wolf fuzzless peaches and seedless grapes.

The Non-Age, fortunately, provides for junior, should the non-life hang heavily on his hands and make him edgy. The doctor will prescribe some tranquilizers to keep him in a non-emotional state. The prescription will be written with a throwaway pen.

In this state junior may be induced to turn down the anti-music on the phonograph and turn his hand to something perfectly unchallenging, like keeping stingless bees.

The stingless bee, incidentally, reaches the market at the same time as the topless bathing suit and the topless evening gown. Both will soon take the last disturbing shred of curiosity out of anti-hero.

What next in the march toward a better non-life for all Americans? The workless job is already well developed. The disposable conscience is old hat. There is room perhaps, as recent events in St. Augustine and Mississippi suggest, for the painless truncheon, though a case can be made that when safe, uninvolved, non-living becomes absolute, everything will be painless.

No. What the nothing generation needs for self-completion is the disposable man. He will be able to pass from disposable diapers to the trash can, leaving no trace but an estate for his disposable children.

- How do you feel about what the author has written about change?
- What are some needs of modern man in the "Space Age"?
- What resources will man need to develop to function fully in such a world?
- How do the immediate physical setting and the space age technology influence behavior?
- What alternatives do you have to our becoming "disposable men"?

ACTIVITY 3 LET'S RE-DESIGN THE COVER

This is an activity to help you see how you have changed since you began this course.

Re-design the front cover, basing your design on all the activities and experiences in this book.

What pictures, messages, ideas, symbols, thoughts, and questions would you use to decorate the front page?

ACTIVITY 4 "I THINK I'VE CHANGED"

This is an activity to help you share with the class any changes you have experienced during this course.

Often in a course like this, strong and warm feelings develop among class members. This activity will give you the opportunity to share the changes you have experienced during the course.

Form a circle in the center of the room. Anyone who wishes may start by telling how he feels he has changed since the course began. Begin with "I think I have changed because . . ." Take no more than five minutes. When you are finished, you can find out how you have changed (or not) in the eyes of the others

THOUGHT STARTER:

"Instruction ends in the classroom, but education ends only with life." - R. W. Robertson

TO THE TEACHER: ACTIVITY 3

This can be a group or an individual experience. Use brainstorming techniques to bring out what happened to the students as they experienced the unit.

TO THE TEACHER: ACTIVITY 4

This exercise is included for those who like or need a sense of finishing things in a prescribed manner. If students decide to do this exercise, do not allow them to get into entirely new subjects. Limit the discussion to changes they have observed in themselves or others since the beginning of the course.

ACTIVITY 4A
EVALUATING MY CHANGE

This is a concluding activity to help your students evaluate themselves according to the objectives of this unit.

TO THE TEACHER:

Have your students turn to the objectives for this unit. Each student should write his response to each objective in his "Notes to Myself." Allow about fifteen minutes for this activity. It is helpful to check periodically with your students on the progress they are making in their notebooks.

A class discussion of the responses will give you some indication of how well your students have accomplished the objectives of this unit.

If one or more students indicate that they have not accomplished the objectives, you should discover the source(s) of the problem through individual or group discussion. It may be necessary to repeat some activities or develop new ones.

A COMMITMENT TO CHANGE

Written the morning of September 7, 1972, in Cleveland, Ohio
. . . a personal note

As I write this, a concluding experience, one of a long series of experiences in this program, I feel very numb, almost senseless. Last night, by means of the electronic miracle of television, I came to know again revulsion and a feeling of despair.

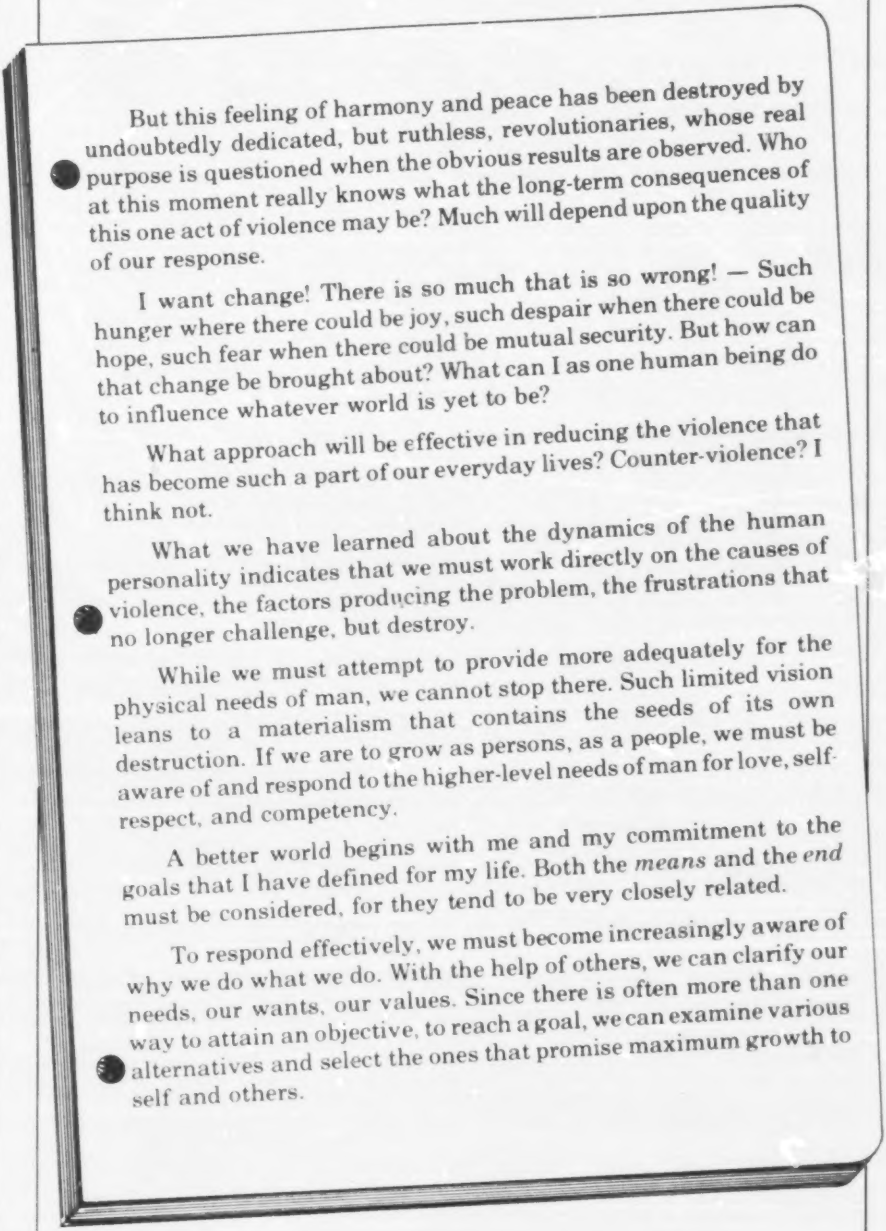
The first time I felt those feelings deep in the pit of my stomach was in the fall of 1963, when I heard the radio announcing the news, "President Kennedy has just been shot!"

The second time was when I heard the news from a television bulletin, "Martin Luther King has been slain by a hidden assassin!" Assassin! What a word to use in place of the real word — murderer!

Then again, for what I thought would be the last time for a long time that I would feel the pang in my stomach, came the news of the destruction of another life that held such great promise — "Robert Kennedy has been slain in a hotel hallway while campaigning for the Presidency!"

But here it is again. Last night, very late in the evening, the spokesman for the German government released the tragic news. As a result of a maniacal revolutionary group, the remaining members of the Israeli Olympic teams that had been held hostage for over twenty hours in Munich had been ruthlessly obliterated, wiped from the face of the earth, killed!

And what of the setting of such a brutal event? The Twentieth Olympic Games had had an aura of peace and coexistence since their beginning. There had been a few dissatisfactions, which is not unusual in competitive events such as the Olympic games, but these had, for the most part, been either resolved or accepted. The competitors themselves had demonstrated how harmony and peace could be maintained in a kind of competition that can stimulate personal growth.



But this feeling of harmony and peace has been destroyed by undoubtedly dedicated, but ruthless, revolutionaries, whose real purpose is questioned when the obvious results are observed. Who at this moment really knows what the long-term consequences of this one act of violence may be? Much will depend upon the quality of our response.

I want change! There is so much that is so wrong! — Such hunger where there could be joy, such despair when there could be hope, such fear when there could be mutual security. But how can that change be brought about? What can I as one human being do to influence whatever world is yet to be?

What approach will be effective in reducing the violence that has become such a part of our everyday lives? Counter-violence? I think not.

What we have learned about the dynamics of the human personality indicates that we must work directly on the causes of violence, the factors producing the problem, the frustrations that no longer challenge, but destroy.

While we must attempt to provide more adequately for the physical needs of man, we cannot stop there. Such limited vision leans to a materialism that contains the seeds of its own destruction. If we are to grow as persons, as a people, we must be aware of and respond to the higher-level needs of man for love, self-respect, and competency.

A better world begins with me and my commitment to the goals that I have defined for my life. Both the *means* and the *end* must be considered, for they tend to be very closely related.

To respond effectively, we must become increasingly aware of why we do what we do. With the help of others, we can clarify our needs, our wants, our values. Since there is often more than one way to attain an objective, to reach a goal, we can examine various alternatives and select the ones that promise maximum growth to self and others.

The emphasis of the future must be not just on the technological advancement of our society, but on the actualization and realization of full human potential, which needs the opportunity, the freedom, and the resources necessary for full development.

That is my commitment for both the present and future: to the best of my ability to provide for the opportunity, the freedom, the resources for the realization of the fully human potential of both myself and others, to realize that *what is* speaks only of the possibility of *what might be*. Ways in which I plan to carry out my commitment include:

. . .using what influence I have to open doors for those who have been discriminated against too long

. . .encouraging, supporting, believing in those who already have too many doubts about themselves

. . .taking appropriate action to see that words such as "open housing" and "equal opportunity" remain not just words, but become more of a reality

. . .doing all that I can by speaking, writing, and personal involvement to help as many as possible realize the importance of understanding, compassion, and love in the world of today as well as the world of tomorrow.

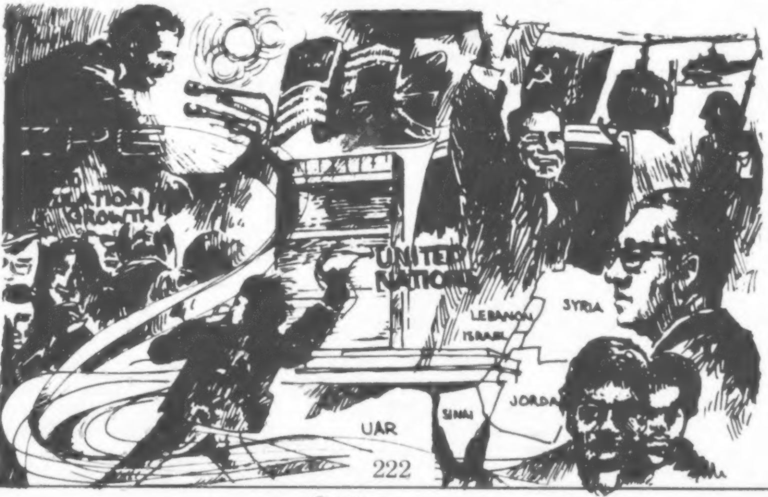
In my own way, I have put my commitment to change on paper and shared it with you. What about you? Why not try to do the same. Write in your own words your commitment to change, and share it with someone. And may God help us both to get these commitments on paper and into *action* — positive, constructive, and effective.

E. E. M.

NEEDED STUDIES AND RESEARCH

Here is a list of topics and problems which, according to the American Personnel and Guidance Association's Peace Commission, needs study. The list covers topics such as world peace, poverty, pollution, and the population explosion.

1. Present activities of students at various levels related to world peace and other world needs.
2. Organizations which have desirable youth programs related to world peace and other world needs.
3. Effective group and individual procedures and programs in working with youth to help them develop constructive attitudes, values, and activities related to world peace and other related areas.
4. Development of interest inventories more directly related to world peace.
5. Collaboration between social studies teachers and counselors in junior and senior high school in promoting world mindedness and social responsibility.
6. Development of information needed for a "Directory of Activities, Studies, Careers for World Peace."
7. Development and descriptions of new, emerging, and needed careers related to world peace and great world needs.



POLLUTION
POV

8. Study of concerns, attitudes, opinions, and values of students at different levels and with different backgrounds related to war and peace.

9. Study, apply, and evaluate procedures for helping student clarify life purposes as part of career planning. Descriptions of procedures in various schools and other settings.

10. Study of youth's need to be needed, to participate in activities needed in the immediate as well as in the world situation.

11. Study of the relation of world needs and world peace to vocational development theory.

12. Clarification of the counselor's role in conflict resolution, and relating the principles and procedures here to various life situations from the family to the world.

13. Study of effective use of life models for world peace such as Gandhi, King, Fulbright, and Hammerskjold.

14. Development of guidance materials for high school students going to colleges and universities with study and experience programs related to world peace and great world needs.

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Change

Bradbury, Ray. *Farenheit 451.* New York: Ballantine Books, 1971.
A short novel set in a totalitarian future. Firemen burn books prohibited by the state.

Clarke, Arthur C. *2001 - A Space Odyssey.* New York: New American Library, 1968.
A mission to the edge of the solar system in search of intelligent life confronts man with the central failures of his own civilization.

Fanning, Odom. *Opportunities in Environmental Careers.* New York: Educational Books Division, Universal Publishing and Distributing Corporation, 1971.
Insights into jobs in this newly expanded field.

Fuller, Richard Buckminster. *Operator's Manual for Spaceship Earth.* Carbondale: Southern Illinois University Press, 1969.
The author speculates on events of the next 25 years. He attacks the present emphasis on high specialization in every field and believes that antagonism throughout the world must stop and be replaced by cooperation. He touches on automation, pollution, general systems theory, and synergetics.

Gardner, John. *Self Renewal: (the Individual and Innovative Society).* New York: Harper and Row, 1964.
The author examines the basic dilemma: How can the good society protect all its members without crushing the individual?

Heilbroner, Robert L. *The Future as History.* New York: Harper and Row, 1960.
Examines the historic currents of our time and the direction in which they are taking America. The author believes that the optimism in the United States may lead us into trouble with the neighboring developing countries.

Heinlein, Robert. *The Past through Tomorrow.* New York: G. P. Putnam's Sons, 1967.
A collection of short stories, novellas, and a novel, which foretell the future history of the world and the United States.

Huxley, Aldous. *Brave New World.* New York: Perennial Classic, 1969.

A terrifying novel of a future society in which morality is dead and freedom nonexistent.

Orwell, George. *1984.* New York: Signet, 1971.

The classic futuristic novel of a totalitarian society of the near future in which men have been reduced to automatons — their thoughts monitored and their souls destroyed.

Roszak, Theodore. *The Making of a Counter Culture.* Garden City, New York: Doubleday, 1969.

Examines some of the leading influences on the youthful counter culture — Herbert Marchuse, Norman Brown, Allen Ginsberg, Allen Watts, Timothy Leary, and Paul Goodman — and shows how each has influenced our thinking today.

Slater, Philip. *The Pursuit of Loneliness.* Boston: Beacon Press, 1970.

The author views Americans as disturbed and unhappy people who are engaged in inter-group struggles that use up their energies and ignore the real needs, physical and psychic. He discusses American culture at the breaking point.

Toffler, Alvin. *Future Shock.* New York: Bantam Books, 1970.

Explores the acceleration of rapid changes and how they affect the products we buy, the communities we live in, the organizations we create, and the life styles we adopt.

Vidal, Gore. *The Messiah.* New York: E. P. Dutton, Inc., 1967.

An advertising company is organized to promote the philosophy of a mystic called John Cave. The company assumes that the public can be led to accept almost anything, even to the rejection of the entire ethical system.

Vonnegut, Kurt. *Player Piano.* New York: Avon, 1971.

A satirical picture of life in the United States of the not-too-distant future, when machines dominate the lives of people and do most of the work, leaving the masses with too much leisure and no higher activities toward which to direct their lives.

FILMS

Aggression or Love. The two questions raised are: What causes aggression? Can it be controlled? The remainder of the film centers on an attempt to answer the question through an emphasis on the social behavior in animals and its implications about aggressive social behavior in humans. Available from: Graphic Curriculum, P. O. Box 565, Lennox Hill Station, New York, New York 10021. Price $300. Appropriate for the Human Behavior and Response Units.

Changing the Law. This film illustrates that there are basically two ways to go about changing a law. The model used in this film is a new municipal ordinance which restricts the hours of surfing. Surfers object. In one episode they riot, and some are arrested. For the second episode, the clock is turned back as though the violence never occurred. The surfers petitition the citizenry and the city council for repeal of the ordinance. Available from: Film Associates, 11559 Santa Monica Blvd., Los Angeles, Calif. 90025. Price $275. Appropriate for the Response and Controls Units.

Don't Crowd Me! Crowding, stress and anxiety situations, and aggressive behavior — all under study by scientists — lead into an open-ended look at the problems to be overcome. This film is one of a set of three entitled *Problems of the Cities.* Also included are *Overload* and *Chaos or Communication.* Available from: Doubleday Multimedia, 1371 Reynolds Avenue, Santa Ana, California 92704. Price $115. Appropriate for the Controls and Response Units.

Ersatz. A whimsical Yugoslav Cartoon Film (by Dusan Vukotic) which depicts a world of plastic inflatable substitutes for everything . . . . including man. A 1961 Academy Award Winner. Available from Creative Film Society, 14558 Valecio Street, Van Nuys, California 91405. Rental $10. Appropriate for the Controls, Real Self, and Response Units.

The Eye of the Beholder. After a brief introduction of cartoon illustrations which makes the point that we can easily be misled (the old shell game, the top hat illusion, the ambiguous cube figure), we see Michael Gerard, an artist, in his studio, standing amid a disarray of spilled paints and a knife, with an apparently lifeless young woman lying on the couch. We see him through the eyes of five persons. A waiter sees him as a "lady's man." His mother sees him as a "good boy." A cabbie sees him as a "real hood." His landlord sees him as a "looney." And the cleaning lady sees him as a "murderer." We then see him through his own eyes.

Available from: Stuart Reynolds Prod., 9465 Wilshire Boulevard, Beverly Hills, Calif. 90212. Price $225. Appropriate for the Real Self and Human Behavior Units.

Mr. Finley's Feelings. An animated film which is excellent for analyzing the process by which frustration may lead to aggression and aggressive feelings. Tom Finley gets into a series of difficulties as his emotional tensions and frustrations build up. Available from: Metropolitan Life, One Madison Avenue, New York, New York 10010. Quite possibly is available through your local film library on a loan basis. Appropriate for the Controls, Real Self and Response Units.

Follow the Leader. A young boy, clarinet in hand and dog at his heels, invades a deserted amusement park in search of privacy and solitude. This is Stevie, who, while tooting his clarinet, is "captured" by the "enemy." The captors (pre-teen boys selected from the Philadelphia area schools) become so involved with the game that it crosses the borderline of innocent fantasy into a terrible warlike reality. Available from: Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036. Price $135. Appropriate for the Human Behavior and Response Units.

Genius Man. A cave man sits on a rock searching his brain for an invention that might help and please his fellow cave men. He devises the wheel and offers it to the crowd, together with other inventions. They reject it. Finally he gives them a stone fastened to a stick. This, the group likes. The little Genius Man has, at last, met with success because he has provided them a weapon, the means of destruction. The inventor returns to his rock in disgust. Available from: ACI Films, Inc., 35 West 45th Street, New York, N. Y. 10036. Price $30. Appropriate for Human Behavior and Response Units.

Mr. Johnson's Had the Course. Johnson, about to lose his student draft deferment, seeks a passing grade at gunpoint. The professor's compassion overcomes the boy's violence too late to save him. Available from: Paulist Productions, 17575 Pacific Coast Highway, Pacific Palisades, California 90272. Price $125. Appropriate for the Human Behavior and Response Units.

Joshua in a Box. Designed to promote creative and critical thinking, this non-narrated, animated film deals with man's needs, emotions and values. Joshua's unique predicament, his attempts to escape, and his emotional responses to frustration can be interpreted in many ways and on various levels. Available from: Stephen Bosustow Productions, 1649 Eleventh Street, Santa Monica, Calif. 90404. Price $96. Appropriate for the Behavior and Controls Units.

March on Washington - The Bonus Marches. The point is made that protest is not particularly a recent phenomenon. In 1932, World War I veterans marched on Washington seeking payment of their bonus, voted in 1924, but not due until 1944. It dramatized their econimic distress and had a profound effect on the government's attitudes during the 1968 Poor People's March. Available from: Steck-Vaughn Co., P. O. Box 2029, Austin, Texas 78767. Price $164.50. Appropriate for the Response Unit.

Right and Wrong — And What's In Between. This animated film shows characters considering the moral and logical aspects of right and wrong. Discussed and weighted are such topics and questions as what is truth and what is falsehood; the distinctions and borderlines between truth and falsity; intent as it pertains to right and wrong; disagreement and its relationship, if any, to who is right and who is wrong; and the problem and difficulty in trying to be fair. Available from: Henk Newenhouse, Inc., 1825 Willow Road, Northfield, Illinois 60093. Appropriate for Values Unit.

Toys. It begins with faces of children outside a toy store window at Christmas, but then the war toys appear and we realize that some games are played for keeps. With toys that keep up with the times, this film creates a battle that is all too real and frightening. Available from: McGraw-Hill Films, Manchester Road, Manchester, Missouri 63011. Price $135. Appropriate for the Controls, Real Self, and Response Units.

Violence and Vandalism. Dr. Richard Korn of the National College of Trial Judges explains the underlying motivations of young people who turn to violence and vandalism to express their frustrations and alienation. Available from: American Educational Films, 331 North Maple Drive, Beverly Hills, California 90210. Price $225. Appropriate for the Response Unit.

FILMSTRIPS

Developing Values. Part I dramatizes a developmental sequence of values-forming episodes: parental punishment-reward experiences, peer influences. Considers elements of community life which influence values: economic status, religion, common contradictions within values systems. Illustrates the emergence of personal standards for acceptable behavior, the role of values in structuring priorities for life decisions. In Part II, students will be required to make value choices after watching three open-ended vignettes. These include: the young man who must choose between continuing his career or helping his father who is gravely ill; a girl who must decide between betraying her parents' trust and disappointing her friends; and a panel of doctors who must determine which one of four patients should receive the help of a kidney machine. Available from: Guidance Associates, Pleasantville, N. Y. 10570. Price $37.50. Appropriate for the Values Unit.

Forming Beliefs. Program relates the individual's search for personal development to mankind's on-going quest for the understanding of his universe. Narrative, literary excerpts and art invite students to compare their own reflections with those of past and modern thinkers; introduce students to world views suggested by existentialism, eastern philosophy, mysticism, religious evangelism, humanism, the social ethic; evoke discussion centering on the impact of science and technology on the struggle for spiritual values. (Spring release) Available from: Guidance Associates, Pleasantville, N. Y. 10570. Price $37.50. Appropriate for the Values Unit.

Interpersonal Relationships. Part I. A short, one-act play involves your group in a harsh conflict within a basically sound family. When Cynthia, 18, is accused of stealing by her employer, she, her brother and her parents find their constructive responses to the problem blocked by mutual mistrust and resentment. New issues quickly surface: Cynthia's demand for more independence, parents' uncertainty about their own role. The scene ends in a hostile flare-up — yet leaves room for future discussion. In Part II, actors, director and author discuss characters and motivations; articulate carefully conceived insights into Cynthia's need to create tension, her brother's inability to contribute positively, her parents' conflicting feelings of responsibility, inadequacy, frustration and their attempt to recognize the rights of children growing up. Available from: Guidance Associates, Pleasantville, N. Y. 10570. Price $37.50. Appropriate for the Real Self and Response Units.

Setting Goals. Dramatized situations suggest skills needed for effective goal-setting: ability to examine one's motivations, ability to evaluate one's potential, plus readiness for active choice. Your groups then analyze life choices made by these individuals: 1. Kathy is a high school graduate with many interests and expectations, but she doesn't feel she's ready to make long-range plans. She has decided to work for a while, and leave the door open to future decisions about college, a career, marriage. 2. Jeff is a college dropout who has tried and given up radical activism, eastern religion, quasi-communal living. Disillusioned, he's coming home to get himself together. 3. Alice's parents prepared her from childhood for a concert pianist's career. Turning from that life was difficult but Alice felt it was wrong for her. What will her life be now? 4. Steve's a high school basketball player. The coach wants him to try college. He's tempted, but opts for a promising non-college career in sound technology. Did he cop out? Available from: Guidance Associates, Pleasantville, N. Y. 10570. Price $37.50. Appropriate for the Response Unit.

Shaping Identity. Part I. Explores the concept of identity in terms of individuality, conformity and non-conformity. Examines the recognition of change as essential to identity; the use of happiness as a criterion for living which expresses identity well; the formation of clear standards for personal behavior; the distinguishing of other-directed identity from inner-directed identity; the discovering of identity as a source of strength and confidence. Blends candid peer comment with excerpts from S. I. Hayakawa, E. E. Cummings, Herman Hesse, W. Somerset Maugham. Part II. Enjoying a casual walk, Ann and Kevin talk about experiences which are important to them; stimulate your groups to talk about ways we tailor our behavior to the expectations of others, reasons for very strong ego-identification with peer models or heroes, social and cultural factors which influence our self-images and evolving identities. Available from: Guidance Associates, Pleasantville, N.Y. 10570. Price $37.50. Appropriate for the Values Unit.

Understanding Emotions. Part I demonstrates the uniqueness of emotional experience to each individual personality; examines physical effects of emotion, levels of emotional force, obvious and unseen characteristics of emotion, emotional ambivalence; reviews the developmental pattern of emotional growth from infancy on; deals with emotional learning — parental behavior which influences children, shapes emotional response, self-image. Part II explores emotional problems most relevant to adolescence;

focuses on basic feelings of rage, anger and anxiety, love and joy, depression and guilt, satisfaction, delight and contentment. Deals with displacement and internalization of emotional reaction, origins and manifestations of guilt. Emphasizes the value of being able to develop objectivity, identify feelings, delay gratification, empathize, regulate behavior, verbalize rather than act out destructive emotions. Invites informed discussion of emotional maturity. (Spring Release) Available from: Guidance Associates, Pleasantville, N. Y. 10570. Price $37.50. Appropriate for the Real Self Unit.

Automation — Promise or Threat? In this filmstrip the question arises: Is automation a promise or a threat? The answer, according to the experts, is that it is a threat only for those who fail to keep up and fail to cope creatively with change. And the one sure element of the future is change. Available from: Guidance Associates, Pleasantville, N.Y. 10570. Price $18. Appropriate for the Change Unit.

Civil Disobedience. Examines the social, political and racial origins of protest in the United States, analyzes various techniques of violent and non-violent protest and helps students understand the history of American protest movements. Available from: Guidance Associates, Pleasantville, New York 10570. Price $35. Appropriate for the Response Unit.

Delinquency. A possibly outdated filmstrip with no real "casual" approach. There are "real life" situations based on actual cases aimed at illustrating the ubiquity of delinquency and at suggesting the possible reasons for delinquency. Available from: Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614. Price $7.50. Appropriate for Response Unit.

Failure - A Step towards Growth. Helps young people 1) Identify internal causes of failure and begin to deal with them. 2) Avoid overreacting to certain situations. 3) Analyze failure situations objectively in terms of planning and strategy. 4) Learn from failure. Available from: Guidance Associates, Pleasantville, New York 10570. Price $35. Appropriate for Real Self and Response Units.

Frontiers in Space and Undersea. Astronaut and aquanaut Scott Carpenter takes students into outer space and onto the ocean floor to explain how men are now exploring both realms. Students also review the history of rocketry from Goddard's work in the 1920's.

Program indicates potential food and mineral riches to be derived from this kind of effort. Available from: Guidance Associates, Pleasantville, N. Y. 10570. $18. Appropriate for Change Unit.

Law and Order: Values in Crisis. Set of six color sound filmstrips that give students an analysis of the forces of change at work in America today. The filmstrips begin with an anthropological study of how laws develop within a culture and then take a close look at the sources of American values and examine what can happen when these values come into conflict. Titles in the series include *The Varieties of Human Values; The Evolution of American Values; Conflicts in American Values; Strategies for Value Change: Nonviolent Dissent; Intensified Value Conflict: Violent Dissent;* and *People's Park: A Case Study in Value Conflict.* Available from Warren Schloat Productions, Inc., Pleasantville, N.Y. 10570. Price $92. Appropriate for Values, Response, and Change Units.

Teenager and Police-Conflict and Paradox. A series designed to promote understanding of this relationship. We hear discussions of the myths that are all too prevalent about the duties and the roles of the police. There is an explanation of what is meant by law and order, and of its significance for all groups and individuals in today's society. The film visualizes problems which are to be met in every community today, and discusses these problems in a factual, normal manner. Available from: Educational Film Associates, Box 292, Pleasantville, New York 10570. Price $55. Appropriate for Response Unit.

Teenage Rebellion. Challenge to Authority. Concerns and frustrations of youth are brought into focus. Available from: Guidance Associates, Pleasantville, New York 10570. Price $35. Appropriate for Human Behavior, Values and Response Units.

Tuned-Out Generation. Parents with varied points of view are interviewed; the father who tuned out his son's needs; the mother who learned all about her son's world and found her familiarity rejected; the parent frustrated by complete inability to communicate with young people; the father who considers his son's idealism a stimulus to his own. Ways are given to bridge the "Generation Gap." Available from Guidance Associates, Pleasantville, N.Y. 10570. Price $35. Appropriate for Controls and Self Units.

Your Personality — The You Others Know. Part I of the set is devoted to the topic of the facts of personality. The taped voices of teenagers explain vividly what they understand personality to be, as well as how it differs from character. Part II turns to what you can do about it. It focuses on self-image as the key to personality. It mentions that we are influenced by some environmental factors over which we have no control. Available from: Guidance Associates, Pleasantville, New York 10570. Price $35. Appropriate for the Real Self Unit.

FILM LOOPS

Let's Talk About _ . . . . A set of 10 loops. Available from: Universal Education and Visual Arts, 221 Park Avenue South, New York, New York 10003. Price $20 each.

- *Being Mean.* A youngster mistreats everything he encounters: steps on a sleeping cat, uproots flowers, etc. He seems to delight in his destructiveness. This film offers the opportunity to discuss surface and substantive reasons for this type of behavior.

- *Cheating.* Neglecting to do his homework, a youngster cheats on a test. He walks home past the offices of successful professionals and also through a neighborhood that seems to reflect the penalties of ignorance. Struck with a twinge of remorse, he gives us a chance to discuss cheating in terms of its long-range consequences.

- *Community Responsibility.* A youngster doesn't enjoy living in his trash-strewn neighborhood. He observes others ignoring anti-litter posters as he enters and leaves school. While he debates whether or not to add to the mess with a gum wrapper, we debate the question of personal standards and when they should be influenced by the standards of others.

- *Disrupting Things.* A boy enjoys making a nuisance of himself. He disrupts conversation, engages in practical jokes, and generally annoys his fellow students. What can be done about this situation? How should his classmates react to him?

- *Flying Off the Handle.* A boy flies into a rage the moment he is imposed upon. Asked to run an errand, he immediately throws a tantrum. He resists authority and is frequently in trouble with his parents and teachers.

- *Learning the Hard Way.* A girl invites a schoolmate home for a snack, but somehow she manages to break and spill things. Her guest becomes uneasy and finally leaves. Most of the girl's accidents were unavoidable, but how does one indicate to the girl that her actions had unhappy consequences for which she is responsible?

- *Procrastination.* Called to wake up in time for school, a youngster obeys too slowly. Result: he is kept after school and left out of the Big Game. He persists in resisting and delaying, still refusing to do things when he should. The question: What will life be like for him in years to come?

- *Responsibility.* Invited to play ball, a boy leaves his trash-disposal job half done. Shortly afterward, his pet dog scatters the trash. When the boy's father discovers the mess, his attitude toward both culprits is understandable. Here is an easy situation to identify with. But who is really to blame? Why?

- *Self-Deception.* A youngster experiences difficulty on the basketball court and in the classroom when he refuses to accept advice. He sneers at others who try to learn and scorns a class reading lesson.

- *Truancy.* Three boys are persuaded by a schoolmate to engage in misdemeanors. Instead of attending class, they go to a soda shop. Each boy reacts differently to his shared experience. Offers students an opportunity to discuss leadership and self-reliance.

SIMULATION GAMES AND MATERIALS

1972 Annual Handbook for Group Facilitators. This annual handbook is a resource notebook containing a variety of techniques and ideas that may be used in human relations training. The term "Structured Experiences" is meant to convey that some person, who in our case would be called a teacher or facilitator, suggests, directs, or leads the activity and takes responsibility for insuring that the data which are generated are appropriately and adequately processed by the participants. The handbook contains hundreds of ideas for simulations and interactions between students to promote self-awareness, group awareness and self-realization. Available from: University Associates, Publishers and Consultants, P. O. Box 615, Iowa City, Iowa 52240. Price $10.

Blacks and Whites. Experience the ghetto. Live on welfare. Try to buy in a white suburb. Your challenge: To keep the power-hungry majority type from winning the game cheaply and quickly. To make changes. To redistribute the wealth and power. To shake up the status quo. This simulation should help build students' awareness and skills in ghetto life. Available from: CRM Publishing, Del Mar, California 92014. Price $6.

Body Talk. "Psychologists now know that feelings are communicated primarily by expressions, gestures and intonations instead of words." When you play "Body Talk," you attempt to communicate with your mouth tied. And you will open a whole new world about helping you communicate with others. Available from: CRM Publishing, Del Mar, California 92014. Price $6.

Decision-Making. "Decision-Making" is a series of curriculum simulations and activities by Clyde and Barbara Dodder, which have been developed for use by teachers to help the pre-adolescent and teen-age child become an imaginative and responsible decision maker in a time when the relativity of values is recognized and when new ethical patterns are yet being born. This material may be used in a variety of settings to help students build strong decision-making skills. Very appropriate for the Response Unit. Available from: Beacon Press, Boston, Massachusetts 02108.

Extinction. In this simulation game you play the part of a species whose goal is to survive while your rivals become extinct. Extinction simulates several ecological events — some natural and others caused by man. You may play until all but one species becomes extinct or you may set a time limit. This simulation has been designed to help students build decision-making and rating skills to deal with the changing environment. Very appropriate for the Values, Response, and Change Units. Available from: Sinauer Associates, Inc., Stanford, Connecticut 06905. Price $11.95.

The Feel Wheel. "The Feel Wheel" is merely a tool, an instrument as simple as a thermometer. Psychologists use it in marriage counseling, in improving productivity on the job, in black-white teacher groups, in military leadership experiments and in classrooms. Its most natural place is in the ongoing, multitask activities of persons who wish to clarify their feelings about themselves and others. Available from: CRM Publishing, Del Mar, California 92014. Price $6.

Freedom and Responsibility. The simulations and materials contained in this curriculum were created to help high school students discover some of the dynamics of freedom and responsibility in a constantly changing democracy. In this material the students are confronted in high-level valuing and decision-making constructs or meanings. These materials are especially significant in their ability to provide young people with an opportunity to test new constructs against their own experience, to revise them when they are found inadequate, and to articulate others which contribute to one's understanding of his human experience. Available from: Beacon Press, Boston, Massachusetts 02108.

Life-Career. In "Life-Career," students are able to work through a span of eight years in the future as the decision-makers for a fictitious person presented to them in the form of a profile or a case history. Each team of decision makers is in competition with other teams working with the same profile. Planning is in the form of decisions about how this person will spend a typical week during each of the eight years. "Life Career" is a simulation of the way the labor market, educational opportunities, and marriage and leisure patterns operate in our society, and is designed to help students build strong valuing and decision-making skills to deal with these situations. Available from: Western Publishing Co., School & Library Dept., 150 Parish Drive, Wayne, New Jersey 07470. Price $35.

Motivation-Advance Program. The original goal of the Motivation-Advance Program was to develop materials to assist educators in fulfilling their potentials within the classroom. A number of educators and behavioral scientists encouraged adaption of this program for use in the actual school setting. The motivations-advance program is a collection of simulations, materials and ideas designed for junior/senior high school students to promote self-awareness, valuing, decision-making and self-actualization skills. It is highly appropriate for the Real Self, Values, and Response Units. Available from: Combined Motivation Educations Systems, Inc., 6300 River Road, Rosemont, Illinois 60018.

Queries 'n Theories. "Querie 'n Theories" is a game designed to develop a basic and uniquely human skill — asking good questions. In the game, players ask questions by constructing queries. But to construct good queries, a player must be a good theorist — skillful in organizing, analyzing and synthesizing data. The hope, of course, is that the skill and insight achieved from recurrent practice in theorizing and constructing queries in the game will prove relevant for enhancing talent in scientific theorizing and experimental design. Asking the right questions is perhaps the most significant step toward the solution of any problem. An excellent game for developing decision-making skills for the Response Unit. Available from: Wff'N Proof Publisher, 1111 Maple Avenue, Turtle Creek, Pennsylvania 15145. Price $8.75.

Can of Squirms. The game, "Can of Squirms," was created to cause dialogue "happenings." Everything about it is real except the consequences. It was developed to help the players find themselves through interaction with others. The purpose of the "Can of Squirms" is to simulate reality and help the emerging individual discover what he really believes. Further, it helps him to modify these beliefs as he perceives their effect on others. Available from: Contemporary Drama Service, Arthur Meriwether, Inc., Box 68, Downer's Grove, Illinois 60515. Price $5.

Tac-Tickle. An 8-game kit that sharpens the wits and stimulates learning. These are pure problem-solving games like chess, checkers and tic-tac-toe. "Tac-Tickle" compares in complexity and depth of reasoning with tic-tac-toe as chess compares with checkers. Very appropriate for the Response Unit. Available from: Wff 'N Proof Publishers, 1111 Maple Ave., Turtle Creek, Pennsylvania 15145. Price $2.

Wff'N Proof. Wff'N Proof is a series of 21 games that vary widely in complexity. Because of this, they can be played by learners of widely varying ages and abilities. These games were scientifically designed to stimulate analytical and decision-making skills. Very appropriate for the Response Unit. Available from: Wff'N Proof Publishers, 1111 Maple Avenue, Turtle Creek, Pennsylvania 15145. Price $6.

Woman and Man. "Woman and Man" is a simulation game that aims to help correct a blind spot by exploring the squelch process. How do men keep women down? What happens when women try to get out from under? What kind of power does each sex actually have over the other? What is the best strategy — individual or team — for women who want to make it in a man's world? The game is very appropriate for the Controls Unit. Available from: CRM Publishing, Del Mar, California 92014. Price $6.

TAPES, RECORDS, AND SLIDES

Constructive Aggression Tapes. Dr. George R. Bach. The "Constructive Aggression" series contains a program of five 30-minute tapes by Dr. George R. Bach, noted Gestalt psychologist on such themes as "The Generation Gap," "Aggression — An Introduction," "You are Aggressive," "Fight Personalities — Hawks and Doves," and "Love, Sex, and Aggression." Dr. Bach presents these works in an informal and highly lucid style. Most appropriate for the Response Unit. Available from: Instructional Dynamics, Inc., 166 East Superior Street, Chicago, Illinois 60611. Price $7.50 per tape.

Discovery in Sight. A series of slides. "Discovery in Sight" offers a set of 200 color and black and white slides which present images of contemporary life in dynamic, creative perspective. This set of 35mm slides, developed for use as discussion starters in adolescent education, can also be used with effect in a variety of classroom settings to build students' visual awareness skills and promote discussion on topics in all of the units. Available from: Paulist Press, Paramus, New Jersey. Price $74.95 per set of 200.

Gestalt Therapy Tapes. Dr. Carl Rogers. The "Gestalt Therapy Series" contains a program of five 30-minute tapes by Dr. Carl Rogers, noted Gestalt psychologist on such themes as "Values," "Self Realization," and "Decision-Making." In these tapes Dr. Rogers talks to students about how one develops awareness of himself and his valuing process. Very appropriate for the Real-Self, Controls, Values, and Change Units. Available from: Instructional Dynamics, Inc., 166 East Superior St., Chicago, Illinois 60611. Price $7.50 per tape.

Speaking out. Recording of ten television debates on controversial topics with personalities in the news. A series of ten recordings from the Wm. Buckley's Television Program, "Firing Line," condensed and arranged in two parts for classroom use. Here the newsmakers themselves talk about what they are doing and why, with the sharp immediacy of a news bulletin. The possibility of distortion of meaning by the news media is ruled out, and the records can be heard again for the purpose of clarification. Guest speakers include: Carl Stokes, Sam Yorty, Barry Goldwater, George Wallace, Godfrey Cambridge, Al Capp, Nat Hentoff, Milton Henry, Eldridge Cleaver, Kenneth Clark. Very appropriate for the Values, Response, and Change Units. Available from: Warren Schloat Production, West Nyack, New York 10994.